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ABSTRACT

State education agencies are concerned with strengthening the international aspects of American education to make the educational experience of future generations more relevant to the realities of present and projected populations and economic conditions in both developed and less developed areas of the world. This document discusses the necessity of education in international affairs and presents a report on the current role of State education agencies in international education. With the cooperation of each chief State school officer, information is presented for each State in some or all of the following categories: (1) Curriculum (units of study, projects described), (2) foreign languages, (3) teacher preparation and certification, (4) exchange programs, (5) Federal programs, (6) miscellaneous, and (7) names and titles of key personnel. Suggestions are made for bringing about educational change and for enlarging the international dimensions of the formal educational process. (MF)

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STATE LEADERSHIP IN INTERNATIONAL EDUCATION

EA 002 625

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state leadership in international education

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foreword

Improvement of international understanding long has been a generalized goal of the American educational system. But implementation of this goal usually has been seen as the responsibility of major federal government programs, such as AID projects abroad and Fulbright scholarship exchanges, supplemented by occasional model programs carried out by interested teachers in local school systems. Relatively little attention has been given to the role of state education agencies in promoting international understanding—the many successful programs now in operation and the serious gaps which remain.

Under a grant provided by Mr. William Breese, the Education Commission of the States commissioned Dr. Ward Morehouse, Director of the Center for International Programs and Services of the New York State Education Department, to prepare a current report on the role of state education agencies in international education. With the cooperation of the chief state school officers of each state (and many other persons), Dr. Morehouse has produced an up-to-date and challenging report on present practices and proposed programs in the state education agencies.

This is much more than a status report: it is a call for action. The central theme of the report is a two-fold proposition:

1) The social and cultural revolution affecting virtually all societies in the modern world, including our own, has created a major national need which must be confronted by formal education in American society.

2) State education agencies must provide for more vigorous leadership in meeting this need than they have thus far. And they had better act rapidly unless they want to be left out of the mainstream of education concerned with the really vital issues in the future of American society, and indeed, all mankind.

Because of its special nature and support, the report does not follow the ECS practice of listing at the outset alternatives for action. However, it does reveal important opportunities for leadership not yet seized by state education agencies. These opportunities range widely over the various functions of such agencies and include providing international experiences to key state education department personnel, offering assistance and encouragement to local school districts in curriculum and teacher education, revising certification practices where these are a barrier to incorporating international experience in the preparation of teachers, and developing overseas contacts and relationships with ministries of education and other educational agencies abroad.

The Education Commission of the States also has a critically important role to play by stimulating exploration of the kinds of possibilities outlined here by chief state school officers and other key state agency personnel, by encouraging experimental new departures on the part of individual states, and by helping to generate more regional collaboration among neighboring states. Perhaps its most important role is that of presenting constructive suggestions in Washington and elsewhere for ways in which state education agencies can help accomplish the critically important task of relating the American educational experience more meaningfully to the world in which future generations of Americans will live.

This report and the survey on which it is based are a continuation of two earlier efforts to explore activities of state education agencies in international education. The first was a conference on the study of other peoples and cultures in the schools and teacher education, with particular reference to the role of the states in strengthening such study, held at Gould House in Dobbs Ferry, New York, in April 1964. A report of this conference, which was co-sponsored by the U. S. National Commission for UNESCO and the New York State Education Department, was published by the New York State Education Department under the title, *American Education in a Revolutionary World: The Role of the States.* The second was a survey of state education agencies undertaken in late 1966 by Professor Gerald Marker, Coordinator of Social Studies at Indiana University. This survey has resulted in a chapter by Professor Marker in the 1968 *Yearbook of the National Council for the Social Studies,* "The Role of the States in Improving the Teaching of International Affairs." The present survey is based not only on these past studies but also upon a considerable volume of material gathered in the summer of 1968, verified and updated early in 1969.

the world challenge to u. s. education

It has become commonplace to observe that we live in a revolutionary world. For at least a decade, if not longer, American education has demonstrated its awareness of the scientific revolution and its importance to our national future. More recent–but no less important to our future–is the social and cultural revolution which is affecting virtually all societies in the modern world, including our own. Changes of such magnitude and significance in society are bound to have an impact on formal education and to pose special challenges, as well as to offer unusual opportunities, for those agencies which seek to provide leadership in education.

If the present world appears revolutionary, the world of the future is likely to be more so. We are entering–so we are told by those who try to identify alternative possibilities for the future–into a new phase in human history, the "post-industrial society." Others have called it "the learning society." But whatever the world of the future may be labeled, it is clear that there will be far more emphasis on educational enterprise, whether to provide the technological competencies required to operate a technologically complex economy or to provide those critical dimensions to man's existence in a time when the primary goal for many individuals in society will no longer be work as such but "living wisely."[1]

This view of the future of American society, and to some degree also the "advantaged" societies of Europe, offers both promise and peril. Less promising but no less perilous is the apparent future of most of mankind. All evidence points to the Malthusian nightmare coming true by the end of the millennium–or soon thereafter–unless we move fast to check population growth, as the following table reveals:

POPULATION FOR THE WORLD, MORE DEVELOPED AND LESS DEVELOPED AREAS, 1965, AND PROJECTED TO 2000 AND 2018 (HAUSER MEDIUM ESTIMATE)

AREA	*POPULATION (in millions)*			*PERCENT DISTRIBUTION*		
	1965	*2000*	*2018*	*1965*	*2000*	*2018*
World Total	**3295**	**6994**	**9710**	**100.00**	**100.00**	**100.00**
Developed Areas[1]	**1038**	**1574**	**1980**	**31.50**	**22.51**	**20.39**
Europe	445	563	657	13.51	8.05	6.77
Soviet Union	231	403	532	7.01	5.76	5.48
Northern America	214	376	496	6.49	5.38	5.11
Australia and New Zealand	14	26	35	0.42	0.37	0.36
Other	134	206	260	4.07	2.95	2.67
Less Developed Areas[2]	**2257**	**5420**	**7730**	**68.50**	**77.49**	**79.61**
East Asia (less Japan)	756	1484	2016	22.88	21.22	20.76
South Asia	978	2443	3515	29.68	34.93	36.20
Africa	311	864	1266	9.44	12.35	13.04
Latin America (less temperate South America)	210	619	918	6.37	8.85	9.45
Other	3	10	15	0.13	0.14	0.16

[1] Includes Europe, USSR, Northern America, Japan, temperate South America, Australia, and New Zealand.
[2] Includes East Asia less Japan, South Asia, Africa, Latin America less temperate South America, and Oceania less Australia and New Zealand.

Source: Philip M. Hauser, "Population," in Foreign Policy Association, ed., **Toward the Year 2,018**, New York: Cowles Education Corp., 1968, p. 138. (Projections to 2000 are the United Nations' high variant. Estimates for 1965 are from the United Nations, **Demographic Yearbook 1966**, Table 1.)

If world population will double by the year 2000 (with most of that increase in the underdeveloped nations of Asia, Africa, Latin America), the gap between the rich and the poor nations–what C. P. Snow calls "the main issue" of the contemporary world–will accelerate even more rapidly. The following table suggests that income disparity between the disadvantaged segments of mankind (the less developed world) and the advantaged societies will increase from some $1,500 in the mid-1960's to more than $5,000 by the year 2000–an increase in the gap between the rich and the poor of more than 300 percent.

While the gap between the rich and the poor nations is a rather abstract and remote proposition to many Americans today, there are now very few Americans not conscious of the disadvantaged segments of our population who have become increasingly insistent about sharing in the rising tide of material abundance which they see everywhere about them. The analogies are strikingly similar. It is not that the disadvantaged in the United States have not improved their position in recent years; many of them have, and an increasing number now have a toe-hold in an economic

system which has proved so fantastically abundant for the majority of Americans. It is precisely because they now realize the possibilities of change and because in the meantime the gap between their standard of living and that of most of the rest of their fellow citizens has grown so much wider that they have become such a militant force in the American social order. We have no reason to assume that the situation will be any different by the year 2000 when the position of the poor nations will have improved somewhat, giving them hope for the future, but the gap between the rich and the poor nations will have grown far wider. There is, however, one important difference. In the United States, the disadvantaged constitute a minority in the total population of the country. Already, the advantaged segments of the world's population are in a minority–and by the year 2000, the disadvantaged will be an even greater majority than they are today.

Speculating about the condition of the world in the year 2000 is no idle matter for those concerned with the education of today's children. Students now entering school will spend about half of their entire lives (and most of their adult lives) after the year 2000. And even those now entering college will spend some 40 percent of their adult lives in the next century.

THE WIDENING GAP BETWEEN THE DEVELOPED AND LESS DEVELOPED NATIONS

GNP in Billions of 1965 U.S. Dollars

Less Developed Areas	**1965**	**2000**
Africa	43.9	216.0
Asia less Japan	203.4	1081.0
South America	59.4	292.0
Total	306.7	1589.0
Developed Areas		
Japan	84.0	1056.0
North America	774.2	3620.0
Oceania	28.0	107.0
Europe	923.9	4476.0
Total	1810.1	9259.0
World Total	2116.8	10848.0

Per Capita GNP in 1965 U.S. Dollars

	1965	**2000**
Less Developed Areas	135	325
Developed Areas	1675	5775
World Total	631	1696

Source: Herman Kahn and Anthony J. Weiner, "Economics," in Foreign Policy Association, ed., **Toward the Year 2018,** New York: Cowles Education Corp., 1968, p. 151.

That those who are charged with educational leadership in our society, as state education agencies are, should be concerned with providing educational experiences to future generations of Americans which will enable them to understand and hopefully cope more effectively with the realities of the world of the future seems self-evident. But alas, our national heritage, which has left us so well endowed in so many other respects, has equipped us poorly in this regard. Formal education in American society, particularly the American common school, has played an important role historically in helping a population of diverse origins achieve some measure of cultural homogeneity and a sense of national identity. And our public schools have been singularly successful in this task. It also must be emphasized that historically this task was a critical one for the development of our nation throughout the nineteenth and the first half of the twentieth centuries.[2]

This historical role of education in our society has put us in a disadvantageous position in coping with the realities of the modern world. Stephen Bailey, director of Syracuse University Research Corporation's Policy Institute and a member of the New York State Board of Regents, has asked, "Is an education system basically designed to make an international population *American* suitable for a world in which our very survival may rest upon our capacities to make an American population *international?* Is a school system designed to make peoples look to the nation-state as their terminal loyalty adequate in a world in which an uncritical sense of nationhood may be the greatest single barrier to human survival?"[3] These, then, are the challenges before us as we confront the issue of making international education an integral part of the educational experience for all future Americans.

In many ways, international education has unfortunate connotations. The term itself is a fuzzy one, meaning different things to different people–from studies of other societies in our own schools and colleges to bringing foreign students and teachers to our shores and assisting other societies in meeting their educational needs. It implies to some persons something foreign and, therefore, non-American, if not by extension un-American! It is important to emphasize, therefore, that to speak of strengthening international education as a part of the American educational experience means nothing more than making that experience as relevant as possible to the realities of the world in which we live. This is a world of cultural pluralism and social difference, and these are circumstances about the human condition which we must not merely accept but understand and value within our own society just as much as in the rest of the world.

The single most important educational reason for studying other societies is that this helps us to understand our own. "And what should he know of England who only England knows," Rudyard Kipling wrote many years ago. A more recent expression of essentially the same proposition is this:

> The real use of non-Western studies is in the emotional and intellectual shock they give. If this shock were now being provided by American studies—that is, if our students were experiencing their own culture as *foreign*—the situation would be propitious *ipso facto* for non-Western studies to find their proper curricular nest without elaborate strategies and apologies. To put it the other way around, only when American culture is so experienced will we know that non-Western studies have found their nest.[4]

There are other reasons as well for our concern with the rest of the world. Probably the most persuasive is national survival. Nowhere has this been said more forcefully than by former Secretary of State, Dean Rusk, in an address before the American Association of School Administrators several years ago:

> One thing you educational leaders must understand, as a new factor which has appeared on the world scene in the past decade, is this: The survival of man is no longer a matter merely for philosophical speculation; it is an operational problem for governments and is involved in their daily decisions. The first visceral reactions to the day's news could lead to catastrophe. Prudence requires the highest intelligence and the deepest wisdom. We do not improve upon the ancient Romans if we turn aside from consulting the entrails of geese merely to consult our own. We need wisdom—thoughtful, prayerful, prudent, dedicated wisdom—to lead man through these problems in the next decades in front of us.[5]

The American educational system must now add to its historic preoccupation with national heritage an equally vigorous concern with our country's role in a revolutionary world if we are to prepare our students meaningfully for life in the next century. This does not imply any less concern with American history and contemporary institutions. Indeed, one may argue fairly that to the degree that our national survival depends upon a realistic knowledge and understanding of other peoples and nations, this kind of emphasis in our schools is the highest form of Americanism.

It is clear from our experience during the postwar decades, however, that educational leadership in our society has not had the same sense of priorities, the kind of urgency, which might be displayed if it was felt that our survival depended on our response to a particular problem. There are reasons for this, and those in positions of leadership in state education agencies and other elements in the formal education system in our society know them well. Harold Taylor, in an important study of teacher preparation and its relevance to the modern world, has described the situation in these terms:

> Reforming the science and mathematics curriculum in the 1950's, for example, was important, safe, praised, funded, and rewarded. It was, therefore, enthusiastically carried out. Meddling with issues in world affairs, reforming the social studies curriculum to make it more intellectually alive, politically relevant, and international was risky, open to criticism, unfunded, and, in many local situations, prohibited. What reform there was in the curriculum in world affairs was based on the principle of arming young Americans with ideas with which they could protect

themselves against communism and could "strengthen the forces of democracy."

We have not yet begun to construct a philosophy for the development of new school curriculums in the social sciences and humanities free from the biases of American foreign policy, since the educators have not yet made a clear distinction between the contents of knowledge considered as a body of material to aid in the process of Americanizing children and knowledge of world events and issues as a means of understanding America and one's self in a world perspective. . . .[6]

In fact, in the last three or four years concern with international education appears to have been sliding down the scale of our national priorities as we have become more preoccupied with the crisis in the American social order and more frustrated in our dealings with the rest of the world. This "one-sided intellectual disarmament," as Karl Deutsch has called it, is occurring at a time when we need more, not less, skill and knowledge in handling our relations with other societies.

. . . Our intellectual competence in finding adequate solutions or policies for our current problems is not as good as our present commitments and interests require; but some of the coming problems will make these inadequacies in our knowledge far more serious, and potentially fatal. For if our public and our leaders should find themselves even less adequately equipped in the future to understand and manage the international threats and problems before them, their responses are apt to be more ill-informed but not necessarily more peaceful. Rather, public moods are likely to swing more wildly between blind withdrawal or appeasement and blind violence, all of which may prove equally unrealistic and damaging to our interests and our survival as a constitutional democracy.

. . . For the United States as a national society, the coming decades will be a period of increasing vulnerability and lessening control of world affairs, together with increasing potential occasions for violent foreign conflict. . . . Indeed, all the world's desperate and rebellious adults of the 1970's and mid-1980's already have been born. Unless someone kills them, they are likely to grow up; and unless someone helps them soon to help themselves, they will grow up radically discontented. Food supplies are hardly likely to keep pace with population growth in many of these countries. Their people will become worse fed, better armed, more discontented and more numerous. Each of these trends is now underway. Together, they will produce vast opportunities for desperate threats, demagogic demands and violent conflicts over such matters as food and migration. . . . Even demands for economic aid may in time become tinged with threats; and the richest countries will be among the most obvious targets for hostility.

It will take more–not less–knowledge, skill and competence for the next generation of American leaders to cope with these international problems of the 1970's and 1980's. . . .[7]

Under our federal system, primary responsibility for formal education, both by constitutional prescription and historical practice, has been lodged with the states. And this still holds true today, notwithstanding the growing role of the federal government in education. In fact, in some instances the growth of federal concern with education may result in strengthening the position of state education agencies as instruments of change and improvement in education as they become the means by which

national programs are administered at the state and local level. Participants in the Gould House conference on the role of the states in international education four years ago insisted:

> To the degree that states are committed to strengthening education in general, endeavors to strengthen opportunities and resources for the study of other peoples and cultures merit state support and encouragement – for knowledge and realistic understanding of the world in which we live is one of the central purposes of formal education. In the hierarchy of educational goals, these opportunities and resources, furthermore, should have equal priority with science, mathematics, and other fields.[8]

But the conferees concluded that the state education agencies which occupied such a critical point of leverage in the formal educational process in our country "have done far too little" in helping schools become more relevant to the revolutionary world of the present and the future.

And who knows what the future may bring by way of further changes which will make state education agencies even more pivotal elements in the total educational equation. Recent suggestions by James Bryant Conant and others that local school districts be abolished and states take a far larger responsibility in the financing (and, therefore, inevitably in other aspects) of local schools may be dismissed as radical today but accepted as practical tomorrow. One need look only backward in time to see parallel instances where what were initially denounced as radical new departures in public policy have soon become accepted as feasible courses of action. These kinds of possibilities in the future simply underscore the already obvious importance of state education agencies providing initiative and leadership in this critically important and very much neglected aspect of American education in the modern world.

the situation in the sixties

Despite America's undeniably vast involvement in the international arena, the field of international affairs is slighted or even virtually ignored by a number of school systems in the United States, concluded Gerald Marker on the basis of his survey of the situation in late 1966.

> In fact, the organizations that set minimum educational standards in the nation's public schools–the state departments of education–are, by their own admission, doing very little to improve the teaching of international affairs. There are a few exceptions, but generally the states have given priority to areas other than international education. Indeed, until the recent infusion of federal funds, many state departments of education had no one whose primary responsibility was the area of social studies in general or international affairs in particular. Although a number of states do seem to be in the very early stages of developing some rather ambitious programs, the present situation gives few indications of monumental leadership on the part of the states.[9]

There is little evidence in 1969 which would change in any significant measure "these disquieting conclusions," to use Professor Marker's phrase.

While clearly the states, taken collectively, have not begun to exploit the opportunities for leadership which exist in this field, it should not be inferred that the situation is altogether bleak. The summaries of what individual state education agencies are doing will help to convey something of the character and scope of present efforts. Probably the single area of greatest activity lies in the development, particularly in the social studies, of curriculum guides and other materials dealing with other societies and nations and our relations with them, along with supervision of foreign language instruction.

While all state education agencies have some responsibility for teacher preparation and certification, the situation in this area is much less clear. Indeed, some formal requirements for teacher certification may be a deterrent to strengthening the international dimensions of American education by making it more difficult for those with significant experience in other societies–including individuals from those societies–to teach in American schools.

In projecting possibilities for the future, however, emphasis should be given to instances of positive action, and they are more numerous than might be expected. The current study of the role of state education agencies in international education reveals the following states involved in special programs:

Appointment of foreign consultants in non-Western areas to the state department of education:

Colorado
Montana
New York
North Carolina
Tennessee
Texas
Utah
West Virginia

Statewide programs and conferences in international education:

Connecticut
Delaware
Illinois
New Jersey
New Mexico
Wisconsin
New York
Oregon
Rhode Island
Tennessee
Virginia

Agency-sponsored exchange programs:

Alabama
Colorado
Louisiana
New Jersey
Texas
Maine
New York
Oregon
Tennessee

Agency support or encouragement of bilingual education programs:

California
Delaware
Louisiana
New Jersey
New Mexico
New York
Texas
Virginia

State-sponsored community projects in world affairs:

Missouri
Ohio
New York

Twenty-six state education agencies sponsor in-service programs in international studies.

In Pennsylvania, a recent bill before the Governor permits instruction in a language other than English.

This is not an exhaustive list. The actual state summaries in this report reveal considerably more. But this does give some idea of the diversity of activity now on-going. And even in the area of teacher certification (where state education agencies are but one of a number of factors and can scarcely be singled out as the only important obstacle), there is considerable responsiveness to the relevance of overseas experience to teaching in American schools. Harold Taylor, in his study of teacher preparation and world affairs, cites eleven states which grant temporary certificates to returned Peace Corps volunteers under certain circumstances: Kentucky, Maryland, Mississippi, Montana, New York, Oregon, Pennsylvania, South Dakota, Texas, Vermont, Washington. Nine states and the District of Columbia permit Peace Corps teaching experience as a substitute for the student teaching part of the professional requirements: Alaska, Hawaii, Maine, Maryland, Nebraska, New York, North Carolina, Puerto Rico, Rhode Island. And five states have a policy of review in individual cases: Hawaii, New Jersey, Utah, Washington, Wisconsin. Other states in addition give partial credit toward either the renewal of a certificate or toward a permanent certificate.[10] The 1964 survey done for the Gould House Conference indicates that 28 states give some kind of recognition for overseas experience.[11] The current survey reveals only 25 states giving recognition to overseas experience. It should be noted, however, that this apparent decline may be attributable to insufficient data received from a number of state education agencies.

Far less evidence of activity is to be found in state education agencies developing various kinds of relationships with institutions and agencies abroad. But even here some efforts are being made. Perhaps most noteworthy are the plans being developed, and in some cases actual

programs already initiated, by the four southern states participating in the Regional International Education Project under Title V of the Elementary and Secondary Education Act: Texas, Alabama, Tennessee, and Louisiana. These state education agencies are moving forward to develop with several Central American countries relationships which offer promise of assistance to those countries in meeting some of their educational problems as well as enrichment and support to the strengthening of foreign language study and other activities in the schools of the states participating in the regional project.

Opportunities for new departures in the international field are by no means confined to Title V of the Elementary and Secondary Education Act. While the transition only now is occurring, state education agencies will have in the future a far more significant role than they have had in the past in the administration of ESEA Title III, which provides support to local school districts for projects of change and innovation. In Georgia, New Jersey, Michigan, New York, and North Carolina, as well as almost certainly elsewhere, Title III projects devoted to innovation in the study of other societies, cultures, and languages have already been initiated.

There is all too little evidence, however, of state education agencies' taking advantage of the opportunities provided by the recent availability of federal funds to strengthen international aspects of American education. Indeed, the half decade of time perspective provided by 1964 and 1968 comparisons of state curriculum guides and certification practices reveals relatively little forward movement, with the partial exception of a somewhat greater incidence of state curriculum publications dealing with foreign areas of the world.

Obviously critical to effective leadership in international education is the experience and interest of key staff members in state education agencies. The state summaries by no means reveal the full extent of this aspect of the situation, but it is known that a growing number of key personnel from state education agencies have had opportunity for international experience related to their professional responsibilities at home in recent years. As one example, the following eight state education agencies have been represented in a special program on modern Indian society for social studies supervisors sponsored by the U.S. Office of Education and administered by the New York State Education Department's office in India, the Educational Resources Center: Connecticut, Iowa, Maine, New Hampshire, New Jersey, Pennsylvania, Texas, and Vermont.

The situation in the Sixties is, then, one which reveals important beginnings and a growing base of interest and experience in state education agencies concerned with strengthening the international aspects of American education to make the educational experience of future generations of Americans more relevant to the realities of the world in which we live. But the present situation also reveals important opportunities not yet seized. This is the challenge for the future.

alternatives for state action

In an area of educational need and performance as open-ended and multifaceted as international education, the opportunities for new initiatives and leadership are extensive. Obviously in this field, as in all others, priorities of effort will need to be established by individual state education agencies. And because each state education agency works in a different context with a different inheritance of accumulated experience, it is not possible to set forth any uniform scheme of priorities for all state education agencies. The suggestions which follow here are not, therefore, offered in order of importance. Indeed all of them are important in any total national effort, and it is hoped that there will be some states prepared to move forward and seize each of the opportunities mentioned –as well as others which will doubtless occur to them as they reflect on these and other possibilities in their respective states.

A Systems Approach to International Education

We live in an age of growing organizational complexity. Trends over the past several years suggest that such complexity–and the interdependence which accompanies it–will become more pronounced in the future. This argues for what might be called a systems approach to strengthening the international dimensions of American education. And perhaps no element in the educational equation is more strategically placed to exercise significant influence on other elements in that system than the state education agency.

What we confront is in fact a three-dimensional matrix, with the state education agency at the center. One dimension is the federal-state-local. Another is elementary-secondary-higher education (with the state education agency having relationships with all three). And yet another involves regional collaboration with other state education agencies and cooperation and mutual interaction with national non-governmental organizations concerned with improving education in the schools in the international field and in general, such as the Foreign Policy Association.

Each one of these dimensions to the matrix has important opportunities which can be most effectively seized when the state education agency takes the initiative and provides the leadership. In many cases, financial and other resources will be forthcoming, as in the federal-state-local continuum, if such initiative and leadership are demonstrated by the state education agency.

The possibilities for regional cooperation, particularly among smaller states working together or in consort with larger states with more extensive staff resources in their state education departments, merit particular consideration. The eight state project, Designing Education for the Future, involving Arizona, Colorado, Idaho, Montana, Nevada, New Mexico, Utah, and Wyoming, although it has not thus far played an active

role in any explicitly international activities, offers an excellent framework. The four-state Regional International Education Project in Texas, Alabama, Louisiana, and Tennessee is another example. Yet another would be the Nine Northeastern States Project in Citizenship Education (involving the six New England states, New York, New Jersey, and Pennsylvania). Special mention should be made of the pioneering Foreign Relations Project of the North Central Association of Colleges and Secondary Schools, which carries on a program of in-service teacher education and development of classroom materials in 19 states under the auspices of a regional accrediting association.

To make the implications of the systems approach for the role of state education agencies in strengthening international education more concrete, consider the possibilities under Title III of the Elementary and Secondary Education Act. Here federal funds are available for innovative projects by local schools in strengthening the study of other cultures as essential background to understanding social and cultural differences in our own society. But a state education agency first must encourage submission of proposals from local schools along this line, and then decide to support the most promising of the proposals submitted with the funds allocated to the state by the federal government. Similar examples can be drawn from other federal acts, such as the Education Professions Development Act, under which a state education agency either has the sole power of allocating federal funds to local schools for specific projects or is able to influence significantly the final decision on individual projects by its recommendations. Several of these possibilities are discussed in the paragraphs following. In such cases the state education agency occupies a key position in the system of federal-state-local relations in education.

Organizing State Education Agencies for Change

Bringing about educational change and strengthening the international dimensions of the formal educational process go hand in hand, for without significant change in our schools, international education will not be strengthened. Recognizing this, the participants in the Gould House Conference concluded that:

> We . . . urge states to give serious consideration to creation of more effective mechanisms for bringing about educational change. Responsibility for change should be explicitly allocated within the Educational Establishment–perhaps to an individual, perhaps to several individuals in different offices or agencies whose function would be to question whether established ways of doing things are the best way to meet future needs in light of new knowledge and technological developments. Such individuals may well have a crucial role to play in the international field where change is imperative.[12]

And then the conferees wisely inserted a caveat which the leadership in state education agencies might do well to ponder: if these agencies "do not become actively concerned with change of an orderly and desirable

character, they abdicate part of their responsibility to various interest groups which, whether their ultimate intentions be good or bad, distort the formal educational process."[13] The parallel between this observation and what is now happening in some of our cities is striking.

State education agencies will also want to ponder Harold Taylor's suggestion that staff members with specific responsibilities for international education be appointed to these agencies. This may not be a pattern for all states but it certainly should be for some. These directors of international education should be, if they are doing their job effectively, important change agents in the schools and other institutions with which the state education agency works. There is an important caution to be added. International education as it has been defined in this survey is an integral part of the formal educational process, which is another way of saying that international education is everybody's business, not just that of a director of international education. Such an individual will need to exercise particular care in assuring that his efforts are effectively related to other aspects of what the state education agency does in its relations with schools and other institutions. International education must not emerge as something a little exotic and apparently separate from, and therefore not entirely relevant to, the mainstream of formal education in our society.[14]

Lack of adequate preparation of teachers and their intellectual involvement in the study of social differences and the cultural diversity characteristic of the world in which we live will mean little progress in breaking through the barriers of provincialism in the classroom. Similarly, lack of involvement and personal concern of state education agency staff members in a variety of fields, and not just the directors of international education wherever they may exist, will mean similar lack of progress. Travel-study experiences similar to those provided for supervisors of social studies by the U.S. Office of Education in India–and comparable programs for key school administrators and teacher education officials there and elsewhere–should be made far more widely and more systematically available to state education agencies. State education agencies themselves should be more actively involved in recruitment and selection for such programs, thus assuring that, at least over a period of time, all states will be represented in some fashion or other.

One of the key roles to be played by state education agency staff members in international education (as well as other aspects of the work of our schools and colleges) is that of liaison with the different kinds of institutions and levels of governmental activity suggested by the matrix described in the preceding section. This means that state education agency personnel must have far more mobility outside their states, both nationally and internationally, than is often the case. Harold Taylor puts it this way, adding several other interesting possibilities worthy of consideration:

> That the work of staff members of state departments of education be arranged to include (a) travel abroad to establish liaison with foreign

institutions, Peace Corps staff and volunteers, ministries of education, and American cultural affairs officers; (b) the appointment of foreign students and scholars as interns in the department; (c) joint research projects in international curriculums with foreign educators serving as interns and staff members; (d) conferences with experts in foreign affairs and area studies for consideration of curricular changes and contents in teacher education programs.[15]

To summarize, state education agencies should:

- consider appointing directors of international education,
- designate and support other change agents within the agency,
- encourage and assist staff members in many different fields to acquire overseas experience through travel-study programs and other projects,
- provide as much mobility as possible for staff members to travel elsewhere in the United States and abroad to maintain contact with key persons and institutions involved in international education activity.

Strengthening Local Leadership and Initiative for Change

As state education agencies strengthen themselves and their capacity for more effective leadership in areas of critical educational need such as international education, local schools will look to them for assistance, help, and encouragement in meeting the urgent problems confronting the schools. This gives state education agencies unusual opportunities in working with local leadership in order to make the total education experience provided by the schools more relevant to the world of the future. Workshops, conferences, and residential seminars of varying sorts might be organized by state education agencies for teams of key teachers and administrators from local school districts to make them aware of needs and opportunities. The Education Professions Development Act, which provides an explicit role for state education agencies, is a potential source of support for such efforts.

As an illustration, the New York State Education Department is planning a series of summer seminar-workshops for such teams to study the cultural backgrounds of disadvantaged minority groups in American society and their implications for the school program under EPDA. It is hoped that over a period of time a substantial majority of school districts in the state will be represented in such programs. In the first year, 100 teams from as many school districts of four to five individuals each have been proposed.

To this kind of experience, of course, should be added overseas experience. The possibility, for example, of workshops abroad in some of the developing countries of the world for key school administrators and teachers from a particular state or group of neighboring states is well worth considering. By encouraging participation from a number of school districts in the same state or region of the country, efforts to bring about change as a consequence of such international experience in the local

schools should be mutually reinforcing. Programs of this sort which typically have been based on national recruitment might well consider changing their patterns of selection and participation, rotating a particular program from one state or group of states to another over a period of several years so that national coverage would still be achieved but with more intensive participation at the same time from a particular part of the country.

Another important role to be played by state education agencies in strengthening the international dimensions of education is with local, regional, and state organizations of teachers in different subject matter fields, particularly (but certainly not exclusively) social studies. Very few of these teacher organizations are at present really strong or effective. State education agencies could render invaluable assistance by jointly sponsoring meetings with such organizations, assisting them in the continuing organizational tasks which all such groups have (the mobility of state education agencies' staff members within their state is an important advantage here), and using them as chosen instruments for developing in-service programs for teachers and other activities. Professor Marker puts the advantages of such an effort this way:

> For the state department wishing to improve the teaching of international affairs, state, regional, and local social studies organizations are worthy of a heavy investment in time and money. They provide the state department with a ready-made channel of communication to the classroom. Such organizations can serve as organizing agencies for in-service training programs, fellowship and exchange programs, dissemination of new materials and ideas, or curriculum and legislative reform. They have the additional advantage of being directly responsive to regional and local needs. Furthermore, they can provide the means of identifying and training emerging professional leadership–the kind of leadership that is necessary if state programs are ever to reach the classroom.[16]

Once again, a critically important caveat must be added. While state education agencies can play a significant role in helping to build such an organizational system among teachers in different subject matter fields, the organizations must be weaned or otherwise cut loose from any formal ties with the state education department which would suggest limitations on the organization's capacity for independent action. The day of the company union appears to be just about over, if the recent experience of the NEA is to be heeded.

Improving Curriculum and Instructional Services in International Education

The need for improving curriculum and instructional services, particularly once local interest on the part of teachers and administrators has been stimulated, is virtually limitless. The situation is a characteristic one which combines opportunity for fruitful activity with an equal hazard of achieving little or no effectiveness. Virtually all state education agencies

are confronted with the unhappy task of serving needs in a universe of institutions and individuals far more extensive than their limited resources in personnel will permit them to do effectively. It follows from that set of circumstances that state education agencies should not try to do what others are already doing or can do better. "Specifically, state departments of education," argues Professor Marker, "should not invest time and money in producing materials for classroom teachers but should rather concentrate their limited resources on creating a liaison between teachers and existing opportunities." He enlarges on this very important point in the following way:

> There are several reasons why materials produced by the states often represent an unwise investment of time and effort. Many states publish curriculum guides, resource units, or bibliographies, for example. But while these materials may give the state supervisors a sense of accomplishment, serious questions can be raised about their usefulness and effectiveness. In the first place, some of these items are of questionable value when measured by the impact that they have at the classroom level. Curriculum guides, resource units, and other similar teaching materials must be designed to meet such varying needs that they often attempt to be all things to all people, a virtual "grab-bag" of classroom tricks and bits of information. Even those materials that are carefully designed around both an explicit philosophy of social studies and a learning theory suffer from the same disadvantage as their less consistent counterparts; few classroom teachers know or care about them. . . . Thus the first argument against investing much state time and money in producing curriculum materials is that they are often of very poor quality and are seldom used–although the latter is not necessarily caused by the former.
>
> State involvement in writing courses of study or resource units can be questioned on other grounds as well; namely, that state departments of education are not the best qualified agency to develop such materials. At present there are some 50 social studies curriculum projects underway in the nation. Most have substantial sums of federal and foundation backing as well as the combined talents of scholars, educational psychologists, curriculum and measurement specialists, and classroom teachers. Unlike the typical curriculum guides and resource units, the materials being produced by these projects are directly useful in the classroom and are based upon a consistent set of theories about social studies education and learning. . . . In short, the development of curriculum materials in the area of international affairs, or any other area, is a function that state departments can best leave to others whose organization and personnel are better suited to the task.[17]

This is another concrete manifestation of the systems approach suggested previously. It should be the business of state education agency personnel to be as intimately familiar as possible with the 50 social studies curriculum projects Professor Marker mentions or comparable efforts in other subject matter fields. As they move about the state seeking to assist and improve local schools, they can see that individual teachers and administrators are made aware of those aspects of this web of activity noted by Professor Marker in terms of what is most relevant to the local situation. Because they represent the state education agency, their sugges-

tions are likely to carry greater weight. Consequently, it is critically important that state education agency staff members be as well informed as possible about efforts to develop new approaches in the teaching of any subject matter so that they will be in the best position to advise local schools.

It follows once again that if state education agency staff are to perform this function well, they must have mobility in order to move about the country as a whole and not just their particular state. But it is also important that they perform similar liaison services with activities going on within their states, especially with institutions of higher education. And an integrated approach to improving instruction in a particular field–involving collaboration of state education agencies, state universities, and local school systems (for exampie, the Indiana and Washington state foreign language programs)–merits special consideration as a means of moving ahead with improvement of the study of other societies and cultures as an integral part of the American educational experience.

One critically important aspect of international education where state education agencies have a significant role to play is in research and evaluation. State education agencies should sponsor the development of more effective instruments for measuring the impact of the study of other societies and cultures (including "subcultures" in American society) on knowledge and attitudes of both teachers and students. Very little work has been done thus far in this field as it pertains to the study of social and cultural differences. State education agencies should also sponsor careful evaluation of international programs, both at the local and the state level, preferably by independent organizations and not (at least of their own programs) by agencies themselves.

Strengthening Teacher Education and Certification Practices

While it must be recognized that the state education agency is only one of a number of elements in the situation in contrast to the still prevailing notion that state teacher certification practices are *the* culprit in not bringing into the schools teachers with better preparation, it does not follow that state education agencies have no opportunity for initiative. Indeed, the increasing recognition by state education agencies of Peace Corps service and comparable foreign experience as being relevant to preparation for teaching is an encouraging case in point. As many states as have not moved in this direction should. The other formal impediments to drawing more varied kinds of human experience into the classroom should be eased.

While no one advocates, for example, wholesale teaching of American youngsters by nationals of other countries (they are too much needed there in any event to be spared in any quantity), absolute barriers to the involvement of individuals from other societies in the learning-teaching situation in American schools make no sense in the interdependent world

of the second half of the twentieth century, let alone the kind of world which our children will confront in the twenty-first century. In foreign language teaching, if nowhere else, the advantage of "native informants" whose mother tongue is the language being taught should be obvious. But in many other fields as well, including creative activity of almost any sort such as the performing arts, individuals from cultural traditions and societies other than our own have much to give in enriching and making more relevant the educational experience of American children. State certification requirements should not deny the children of their respective states this source of enrichment and stimulation.

State education agencies, should, however, move beyond a merely permissive stance to one of active encouragement and initiative. They should urge colleges and universities in their states which prepare teachers to develop new approaches and experiment with new ideas to build a world perspective–vital to our national survival–into the preparation of teachers. The practice or student teaching phase of a substantial number of prospective teachers should be carried out at least in part in another cultural milieu, and this should include different cultural groups in our society as well as beyond the borders of the United States. Even if individual state education agencies may find it difficult to exert much leverage, surely their collective voice through the Education Commission of the States will be heard if they are prepared to urge, to use Harold Taylor's words, "that the process of regional and national accreditation of programs of teacher education be revised to emphasize and encourage variations in the standard pattern of curriculum to ensure the inclusion of a maximum of foreign experience and study on the part of the student body."[18]

Finally, state education agencies have new and growing opportunities in the field of in-service teacher education. Their role under the Education Professions Development Act can be a decisive one. Quite apart from programs which they themselves may administer directly, they are a channel for substantial support through federal funds of local in-service activities. Here, perhaps more than anywhere else, lies the key to making American education relevant to the world of the future, for in the last analysis, everything proposed in this survey stands or falls on what the individual teacher does in the classroom. State education agencies have genuine opportunities for leadership in encouraging the development of opportunities and experiences for teachers already in service which move well beyond the more conventional kinds of teacher education programs to provide real involvement in today's world as the most vivid and meaningful learning experience of all.

Developing the Overseas Dimension of State Education Agency Programs and Activities in International Education

Fashioning education as a more effective instrument of economic and social change is a critical task confronting American society as we attempt,

often haltingly and sometimes ineffectually, to move the disadvantaged segments of our own population into the advantaged mainstream of American life. This is also the task confronting education in developing societies around the world. In many instances, while no one would maintain that these societies have solved all their problems, interest in particular aspects of education as an instrument of economic and social change has been an active concern of educational administrators and teachers abroad far longer than in the United States. It is just possible–although apparently difficult for many Americans to believe–that we may have something to learn from experience elsewhere. Certainly, we have something to gain from future efforts which seek to attack common problems in different social and cultural settings, and in the process we will learn from direct experience much about the developing world and what it means to the United States.

State education agencies, because of the central position which they occupy in the matrix of the educational system in the United States, have much to contribute and to gain from involvement in the development process abroad, as well as at home. Many state education agencies, furthermore, have functions more analogous to those of national ministries of education in other countries than does the U. S. Office of Education, which, under our federal system, has far more limited contact with individual teachers and schools (and necessarily of a more remote character) than do state education agencies. The order of magnitude of the educational enterprise involved, in addition, invites the development of more linkages between state departments of education in this country and ministries of education and other educational agencies abroad. Any number of countries in Africa and Latin America have a population of the same general size of some of our smaller and medium-size states. Even some of the larger countries–in terms of population–in these regions of the world may not be very much larger than our larger states at home (and even if the population may be larger, the present size of the educational system may be about the same or even smaller).

The kinds of relationships now being developed by the four-state project in the South merit careful consideration by other state education agencies. Opportunities for exchange of teachers and state education agency personnel will be opened up as a great potential source of enrichment to the state concerned as well as to the other country. As the relationship grows, new opportunities for mutual assistance will become evident.

Above all else, the state education agency interested in exploring such opportunities should approach them in a spirit of mutuality and with a sense of humility that, in some aspects of human society, Americans do not yet have all the answers–as the social crisis now confronting our country should make abundantly clear to all.

role of the education commission of the states

The opportunities for leadership and initiative on the part of state education agencies in international education are numerous and potentially exciting. But are the states, Professor Marker asks, "willing and able to do more?"

> The states are at the crossroads and they must very soon make some extremely difficult decisions concerning their involvement in education. . . .
>
> If the federal government's role and power in the field of education expands, the states will find it increasingly difficult to preserve their role in educational decision-making. If federal programs continue to develop, it is quite possible that local school systems may find themselves dealing with Washington directly rather than through the states. If states are to avoid this situation, they will have to demonstrate that they are capable of educational leadership. . . .[19]

It is, of course, precisely in this context that the Education Commission of the States was created to help state education agencies demonstrate that they are capable of educational leadership and to demonstrate to Washington, by speaking more authoritatively with a collective voice, that state education agencies do have a critically important role to play in a common federal-state-local effort to improve American education and make it better able to meet the challenges of the future.

Specifically, the Commission should:

- stimulate exploration and study of the kinds of possibilities outlined here on the part of chief state school officers and other key state education agency personnel;
- encourage experimental new departures on the part of individual states;
- help to generate more regional collaboration among neighboring states;
- propose constructive suggestions in Washington and elsewhere of how state education agencies can play a more meaningful role in advancing the process of relating the American educational experience more effectively to the world in which future generations of Americans will live.

footnotes

[1] Robert M. Hutchins, **The Learning Society,** New York: Praeger, 1968, p. 126. There is a vast and rapidly growing literature on the world of the future and any number of projects and commissions in this country and abroad trying to peer ahead to the year 2000. One of the best known of these is the Commission on the Year 2000 of the American Academy of Arts and Sciences. Recently a World Future Society was formed with headquarters in Washington and has been issuing a newsletter entitled **The Futurist.** The reference to the "post-industrial society" comes from Daniel Bell, Chairman of the Commission on the Year 2000; see, for example, his "Notes on the Post-Industrial Society," **The Public Interest,** Winter and Spring, 1967. See also for a parallel view of the future–and indeed the present–John Kenneth Galbraith, **The New Industrial State,** Boston: Houghton-Mifflin, 1967.

[2] See, for example, Ward Morehouse, "A New Chapter in our Social and Intellectual History: American Education in a Revolutionary World," **Michigan Journal of Secondary Education,** Fall, 1965, pp. 55-62.

[3] Stephen Bailey, "Education and the New Politics" (Remarks Delivered before the State Education Department Men's Group, Albany, New York, April 25, 1968).

[4] Richard M. Morse, "The Challenge for Foreign Area Studies," **The Educational Record,** Spring, 1966 (Supplement), p. 237.

[5] "Education for Citizenship in the Modern World" (Address before the American Association of School Administrators, Atlantic City, New Jersey, February 6, 1964), Washington: Department of State, Bureau of Public Affairs, Series S, No. 18, 1964.

[6] Harold Taylor, **The World and the American Teacher: The Preparation of Teachers in the Field of World Affairs,** Washington: American Association of Colleges for Teacher Education, 1968, pp. 31-32.

[7] Karl W. Deutsch, "The Coming Crisis of Cross-National and International Research in the United States," **American Council of Learned Societies Newsletter,** April, 1968, pp. 2-3.

[8] New York State Education Department and U.S. National Commission for UNESCO, **American Education in a Revolutionary World: The Role of the States** (Report of a Conference on the Study of Other Peoples and Cultures in the Schools and Teacher Education with Particular Reference to the Role of the States in Strengthening Such Study, Gould House, April 22-24, 1964), Albany: University of the State of New York, 1964, p. 19. See also on the implications of the constitutional question for international studies, Ward Morehouse, "Provincialism and Constitutionalism: The Role of the States in Foreign Area Studies," **The Annals of the American Academy of Political and Social Science,** November, 1964, pp. 119-125.

[9] Gerald W. Marker, "The Role of the States in Improving the Teaching of International Affairs," in James M. Becker and Howard D. Mehlinger, editors, **International Dimensions in the Social Studies: 38th Yearbook of the National Council for the Social Studies,** Washington: The National Council, 1968, p. 279.

10 Taylor, *op. cit.*, p. 225. New York is mentioned a number of times in Mr. Taylor's summary of activity, and it is important, therefore, to put New York's experience in context. Professor Marker, in his survey rightly observes: "While it is tempting to refer to the New York State program as an ideal to which all other states should aspire, many states would justifiably resent this comparison with the Empire State. Certainly that state has a number of unique advantages, including a cosmopolitan population, high per capita income, a rapidly developing state university system, the presence of the United Nations, and a business and banking center. Therefore New York State has not been used in the following discussion as the yardstick against which all state efforts are measured, but rather as an example of the many and varied options available to states wishing to exert leadership in improving the international dimension of social studies education." (Marker, *op. cit.*, p. 280.)

11 New York State Education Department and U.S. National Commission for UNESCO, *op. cit.*,pp. 15-18.

12 *Ibid.*, pp. 20-21.

13 *Ibid.*, p. 20.

14 Taylor, *op. cit.*, p. 229. It may well be asked why, if international education is an integral part of the total educational process, a director of international education or equivalent staff member is needed. Alas, past experience has demonstrated that what is everybody's business ends up being nobody's business. And the remedial task of bringing American education into the mainstream of the modern world is so great that it never will be accomplished unless there are individuals strategically placed throughout the entire educational system who are viscerally as well as professionally committed to achieving this goal.

15 *Ibid.*

16 Marker,*op. cit.*, pp. 296-297.

17 *Ibid.*, pp. 294-295. A good example of the kind of information dissemination role which state education agencies should be pursuing in relation to social studies and other curriculum projects is the Pennsylvania State Department of Public Instruction, **Directory of Social Studies Curriculum Projects,** Harrisburg: The Department, March, 1968.

18 Taylor, *op. cit.*, p. 299.

19 Marker, *op. cit.*, p. 302.

appendix A

STATE PROGRAMS

Information current as of January 1969 unless otherwise noted.

ALABAMA

Curriculum

A. Curriculum Guide for Social Studies

grade 3 Unit on Schools in Other Lands
4 Life in a Different Climatic Region
5 Units on the Philippines, Africa, or Asia
6 Study of Latin America
7 Recommended emphasis on Asia, Africa, and Australia
9 Required Unit on Americanism vs. Communism
10 World History–Recommended emphasis on Latin America, Africa, Asia, Australia, Canada, and the USSR
12 Required Unit on Americanism vs. Communism

B. Member of the Regional Educational Agencies Project-International Education

Texas, Louisiana, Tennessee, and Alabama are the four participating states in the project sponsored under ESEA Title V. Each has been active in promoting international education, both in the State Department of Education and in the schools and communities throughout the state. Publications, newsletters, programs, conferences, projects, exchange students, and teachers and consultations with schools have all helped create an interest in and understanding of the importance of international education.

C. Goshen Pilot School Project

Begun in September 1967, it is a cooperative approach by the Alabama State Department of Education and the University of Alabama to develop and enrich curriculum for Grades 1-12 in all subject matter fields through selected dimensions of international education at the Goshen School. The ultimate goal is to provide a guide for all State Departments of Education in the United States, depicting opportunities to strengthen education through selected dimensions of international education. During the 1968-69 school year, the project will make use of a foreign curriculum specialist from Latin America.

D. Project to Find, Develop, and Assemble All International Materials Within a School District for Use in that District

This is a pilot school project involving three schools, Grades 1-12, in different sections of the state. The purpose of this project is to enrich the curriculum from local sources pertaining to international

education and to develop a system which can be used throughout the state by the State Department of Education to assist schools in procedures and methods of securing, tabulating, and recording this information for use in their schools. This source of material can be used in every community to enrich not only the schools but to strengthen and enrich the State Department of Education.

Foreign Languages

Alabama language offerings include Russian in addition to the traditional languages of French, German, Latin, and Spanish. Ideas about future activity include expansion of offerings to include Portuguese.

Alabama Spanish teachers cooperate with the programs of the International Education Section. Information regarding the activities of the Section is presented by the State Foreign Language Consultant to Spanish teachers through in-service education programs.

Teacher Preparation and Certification

The Alabama State Department of Education sponsors a number of in-service programs. No specific programs in international studies were reported.

When applications for an Alabama teaching certificate are received from persons in a foreign country, the official documents are sent to the U.S. Office of Education for evaluation. All applicants who have the equivalent of a bachelor's degree from an accredited institution are issued a certificate. American citizenship is not a requirement for a teaching certificate.

Alabama recognizes credits earned in an accredited institution in a foreign country for certification purposes.

Overseas teaching experience is accepted to continue a professional certificate.

Exchange Programs

A. International Education Project Between Alabama State Department of Education and the Ministry of Education of El Salvador

El Salvador will assist Alabama in making the teaching of Spanish more attractive and meaningful to students as a second language and aid in the teaching of social studies, especially in the 6th grade and in world history classes pertaining to Latin America.

Alabama will assist El Salvador in making the teaching of English as a second language more attractive and meaningful.

Also involved in the project is an exchange of the principal education agency officers of Alabama and El Salvador.

B. An Alliance for Progress program, known as "Partners of the Alliance" has been established between the state of Alabama and the Republic of Guatemala. This program involves exchange of students, teachers and administrators.

C. The importance of student and teacher exchange with overseas schools, especially in Latin America, is being promoted and stressed by the Alabama State Department of Education.

Federal Programs

Alabama is a member of the Regional Educational Agencies Project-International Education sponsored under ESEA Title V.

Key Personnel

Ernest Stone–Superintendent of Education
G. W. Hause–State Coordinator of International Education
Anita King–Supervisor of Certification
Vola Morris–Social Studies Consultant
Russell Berry–Social Studies Consultant
Joanna Breedlove–Foreign Languages Consultant

ALASKA

Curriculum

Curriculum Guide for Social Studies

grade 10 World History, includes recommended cultural studies of such areas as China, India, Sub-Saharan Africa, Latin America, and Southeast Asia

11 and 12 United States History and Government, includes recommended themes of world interdependence, comparative governing processes, and international posture and image

Teacher Preparation and Certification

The Department of Education does not sponsor in-service programs in international studies for Alaska teachers.

The Department accepts only credits earned by teachers who are serving as teachers of military personnel up to a period of four years.

The Department allows the transfer of credits earned in a foreign institution of higher learning.

Citizenship is a requirement for an Alaska teaching certificate.

Exchange Programs

Exchange programs for teachers and students are sponsored directly by local school districts not by the Department of Education. No such programs were reported.

Key Personnel

Dr. Cliff R. Hartman, Commissioner of Education
Mrs. Norma Bowkett, Certification Supervisor
Dr. Dorothy H. Novatney, Consultant, Language Arts and Social Studies

ARIZONA

Curriculum

The Department of Public Instruction has no social studies consultant to develop curriculum materials.

Foreign Languages

Emphasis on improving the teaching of Spanish is being implemented with the aim of improving cultural relations with Mexico.

Teacher Preparation and Certification

The Department of Public Instruction does not sponsor in-service programs in international studies for Arizona teachers.

The Arizona State Board of Education allows teachers to renew their certificates on the basis of a "foreign travel thesis" in lieu of renewal credit.

The Department grants leave for foreign teaching and allows the transfer of credits earned in a foreign institution of higher learning.

Arizona may not issue teaching certificates or substitute permits to non-American citizens. Full citizenship is required of all applicants as a prerequisite to application for evaluation or certification by the Department.

Key Personnel

Superintendent of Public Instruction–Mrs. Sarah Folsom
George E. Booth, Jr.–Assistant Director, Division of Certification
Herschel Hooper–Director, Division of Secondary Education
J. A. Maynes–Consultant, Modern Foreign Languages

ARKANSAS

No reply was received from the Arkansas State Department of Education by August 30, 1968 to an initial letter of inquiry of July 8, 1968 and subsequent follow-ups.

Key Personnel

A. W. Ford–Commissioner of Education
Curtis R. Swaim–Associate Commissioner, Instructional Services
Wilma Jimerson–Superintendent, Modern Foreign Languages

CALIFORNIA

Curriculum

A. The State Curriculum Commission was to issue in the Fall of 1968 a new framework for the social studies on which they had been working for two years. One of the proposals was for a series of "capstone" semester courses in Grade 12 to include various area studies with emphasis on non-Western cultures.

B. The existing framework for the social studies includes the following:

grade 4 Unit on How People Live in an Oriental or an African Culture
6 Study of Life in Latin America
7 Life in the World Today, includes unit on the Middle East
9 and 10 Conflicting Forces in the World: Asia, Africa and the USSR

C. 1968 legislation requires that a course of study in the social sciences adopted by a school governing board provide a foundation for understanding Eastern and Western cultures and civilizations.

Foreign Languages

A. The California State Department of Education has recently published a Chinese language instructional guide for elementary and secondary schools.

B. Teaching English as a Second Language

Legislation now permits instruction in languages other than English when it is for the benefit of the pupils involved.

The State Board of Education had just adopted a series of materials to be used in the teaching of English as a second language.

A recent measure providing for "sojourn teachers" makes it possible for California school districts to employ for a one- or two-year period teachers from foreign countries to teach basic subjects to pupils from Spanish-speaking backgrounds while they are developing a proficiency in English. In the future this measure may be used to assist the instruction of Chinese pupils.

Exchange Programs

The State Department of Education does not sponsor exchange programs but does cooperate in providing information needed for these programs and serves as host to many foreign visitors (1966 reference).

Teacher Preparation and Certification

The Department of Education does not sponsor in-service programs for California teachers.

The Department grants credit for overseas experience as well as leave for foreign teaching.

The Department allows the transfer of credits earned in a foreign institution of higher learning.

Citizenship is a requirement for a California teaching certificate. However, an exchange teacher credential is possible. For this credential, an actual exchange of teachers and school personnel must be made.

Federal Programs

A staff member of the State of California Department of Education indicated there was insufficient time to identify the NDEA Title III and ESEA Titles III and V projects currently underway in California related to international studies.

The completion and acceptance of a new framework for the social studies, K-12 by the State Curriculum Commission and the State Board of Education is an ESEA, Title V project. This document is to be reviewed by school district personnel.

Key Personnel

Max Rafferty–Superintendent of Public Instruction
Eugene Gonzales–Associate Superintendent
Carl A. Larsen–Chief, Teacher Education and Certification
John Stolliker–Chief, Supplemental Education Services
Ruth French–Consultant in Elementary Education
John P. Dusel–Consultant, Foreign Language
Eddie Hanson, Jr.–Consultant, English as a Second Language
Julia Gonsalves–Consultant, Foreign Language
Danny Reyes–Consultant, Title VII (Bilingual)

COLORADO

Curriculum

A new publication entitled "The Guide for Concept Development in Social Studies" is divided into the major disciplines of anthropology, economics, geography, history, political science, psychology, and sociology, each of which contains concepts which are directly or indirectly relevant to the development of greater international understanding.

Foreign Languages

The Foreign Language Consultant was instrumental in organizing an inter-cultural understanding project involving the Spanish language. She was able to secure an exchange consultant from Colombia to serve in the Colorado Department of Education for one school year, thereby giving the Department an opportunity to seek a new interpretation of the Spanish-speaking problem in the State of Colorado.

The Foreign Language Consultant is herself currently touring South America for the Department.

Teacher Preparation and Certification

A. In-service Teacher Training

An NDEA History Institute in International Communism is currently being conducted under the auspices of the Colorado Department of Education and the Colorado State University.

In the Spring of 1968, a Seminar on Asian Studies was sponsored by Temple Buell College and the Colorado Department of Education for Metropolitan Denver teachers.

The Social Studies Consultant in the Department of Education attempts to foster international education through conferences and institutes.

B. The transfer of foreign credits is allowed.

C. American citizenship is not a requirement for a teaching certificate.

Exchange Programs

A. The Colorado Department of Education supplies information on opportunities for teacher exchanges under national, state, and local projects.

B. The Colorado Department of Education sponsors exchange consultants in the Spanish language from Latin America.

C. The Colorado Department of Education makes applications for foreign curriculum specialists.

Federal Programs

A. The State Social Studies Consultant encouraged the development of the NDEA Title XI History Institute in National Affairs currently at Colorado College.

B. EPDA Proposal in Asian Studies

This proposal was submitted by Temple Buell College and was a direct outgrowth of cooperation between the Colorado Department of Education, the college and such federal activities as the Foreign Curriculum Specialist Project.

Key Personnel

Byron W. Hansford–Commissioner of Education
George A. Ek, Jr.–Social Studies Consultant
Dorothy D. Duhon–Consultant in Modern Foreign Languages
Otto G. Ruff–Director, Teacher Education and Certification
Chris Pipho–Assistant Director, Elementary and Secondary Education

CONNECTICUT

Curriculum

A. Curriculum Guide for Social Studies

grade 6 Latin America and Canada
7 Geography of Major Areas of the Earth, includes the Soviet Union and Eastern Europe; Africa South of the Sahara; North Africa; the Near and Middle East; India, Pakistan, and Ceylon; Southeast Asia; and the Far East
9-10 Recommended two-year sequence in European, Asian and African Civilizations
10 Major emphasis on Asian Nations in the Modern World, Modern Latin America and Modern Africa

Foreign Languages

A. Non-European languages are taught in seventeen Connecticut high schools–two offer Chinese and Japanese and fifteen offer Russian.

B. A Connecticut statute prohibits the use of any tongue other than English as the language of instruction in public or private elementary schools.

Teacher Preparation and Certification

The Connecticut State Department of Education has sponsored several programs for social studies teachers and department heads designed to stimulate interest in the teaching of international affairs. The Department also cooperates with the Connecticut Council for the Social Studies, the Asia Society and the Foreign Policy Association in sponsoring such programs. In addition, for the past three years, the Connecticut Council for the Social Studies and the State Department of Education have hosted the Connecticut part of the Asian TIP (Teacher Interchange Program of the East-West Center in Hawaii) mainland experience.

The Connecticut State Department of Education gives recognition of college credit for foreign travel or foreign study toward the

standard certificate or as general education.

The Connecticut State Department of Education requires American citizenship as a prerequisite for a teaching certificate.

Exchange Programs

Arthur E. Soderlind, State Social Studies Consultant, participated in the 1966 seminar for social studies supervisors, organized by the New York State Education Department's Educational Resources Center in India, for the development of educational materials on India.

Federal Programs

The Connecticut State Department of Education has used NDEA funds when available in the past to finance meetings on international education.

Key Personnel

William J. Sanders–Commissioner of Education
Marie A. O'Donnell–Service Specialist, Teacher Certification
Arthur A. Soderlind–Social Studies Consultant
Kenneth A. Lester–Foreign Language Consultant

DELAWARE

Curriculum

Curriculum Guide for Social Studies

grade 1-3 Development of an understanding of peoples of other communities and lands
4-6 Selected Cultures from the Western and Non-Western World
7-9 Other Governments and Ideologies
Physical and Cultural Geography
10-12 Themes to be studied include the following: Nationalism vs. Internationalism; Comparison of Political Systems; Communism vs. Democracy; World Cultures and the United States

Foreign Languages

A. *Foreign Language: A Guide to Curriculum Development*, published by the Department, encourages the teaching of Eastern as well as Western languages.

B. The Delaware-Panama Partners of the Alliance

This program is designed to promote cultural understanding and the study of Spanish in Delaware. Panamanian teachers are used as resource persons in Delaware schools and as native-speaking aids in Spanish classes.

C. Latin American studies taught in Spanish to students who have had a minimum of three years of Spanish. Several projects are currently in operation.

D. Program to teach English to Spanish-speaking children in operation in a Delaware elementary school.

Teacher Preparation and Certification

The Delaware Department of Public Instruction sponsors in-service programs to encourage or improve the teaching of international studies. Recently the Department organized a one day workshop for social studies teachers and administrators on "A Suggested Teaching Unit Outline: An Approach to Comparative Political Systems."

The Delaware Department of Public Instruction grants credit for overseas experience.

Leave for foreign teaching is granted by local school districts in Delaware.

The Department allows the transfer of credits earned in a foreign institution of higher learning.

American citizenship is not a requirement for a Delaware teaching certificate.

Exchange Programs

The Delaware-Panama Partners of the Alliance program involves exchange of students, teachers and administrators between Delaware and Panama.

Federal Programs

NDEA Title III funds were used to purchase materials for the bilingual program in Latin American studies.

Key Personnel

Kenneth C. Madden–Superintendent of Public Instruction
Elizabeth C. Lloyd–Director, Teacher Certification and Standards
Donald R. Knouse–Social Studies Supervisor
Genelle J. Caldwell–Modern Foreign Languages Supervisor

FLORIDA

Curriculum

The State Standards for Accreditation of Schools were being revised in 1968. Numerous standards at elementary and secondary levels would specify a study of international affairs within the framework of the various courses and sequences proposed. These proposed standards were to be tried out in selected school systems in 1968-69 and, after revision, replace the old standards in 1969-70.

A six-week unit on Americanism vs. Communism is a mandatory offering in all Florida high schools.

Many county school systems offer courses in international relations and comparative cultures as electives.

Exchange Programs

County school systems sponsor exchange programs. The State Department of Education frequently cooperates but does not directly sponsor such programs.

Federal Programs

There are no State Department of Education activities under Titles III or V of the Elementary and Secondary Education Act which relate to international affairs.

Key Personnel

Floyd T. Christian–Superintendent of Public Instruction
William Cecil Golden–Assistant Supervisor, Teacher Education, Certification and Accreditation
John M. Ritter–Consultant, Social Studies and Economic Education
O. E. Perez–Consultant, Modern Foreign Languages

GEORGIA

Curriculum

Curriculum Guide for Social Studies

grade 6 Geography of Europe and Asia, includes major units on Russia, China and Japan
7 Geography of Latin America, Africa and Australia
9 World Geography-Regional, includes units on Russia and East Europe, the Middle East and North Africa, Africa South of the Sahara, the Far East and Latin America
12 Political Science, includes unit on Communism

Foreign Languages

An ESEA Title III-State Department of Education project is underway to develop a Spanish program for Grades 3-6 and involves Spanish-speaking adults and children.

Teacher Preparation and Certification

The Georgia Department of Education sponsors in-service programs for Georgia teachers.

The Department grants credit for overseas experience as well as leave for foreign teaching.

The Department allows the transfer of credits earned in a foreign institution of higher learning.

American citizenship is not a requirement for a Georgia teaching certificate.

Exchange Programs

The Georgia State Department of Education does not sponsor exchange programs.

Federal Programs

An ESEA Title III-State Department of Education project is underway to develop a Spanish program for Grades 3-6 and involves Spanish-speaking adults and children.

Key Personnel

Jack P. Nix–Superintendent of Schools
Ted R. Owens–Supervisor, Teacher Certification
Stanley Bergquist–Social Studies Consultant
Ruth Keaton–Consultant, Foreign Languages

HAWAII

Curriculum

Curriculum Guide for Social Studies

grade 9 Area Studies, includes units on Asia, Africa, and Latin America
12 American Problems, includes unit on Communism

Teacher Preparation and Certification

The Department of Education sponsors workshops and in-service institutes for Hawaii teachers.

Leave for foreign teaching is granted by the Hawaii Department of Education for two years in Pacific areas and under federal programs.

Exchange Programs

The Department of Education does not sponsor directly any exchange programs. It does, however, make available such opportunities for Hawaii teachers by publicizing existing exchange programs.

Key Personnel

Ralph H. Kiyosaki–Superintendent of Education
George D. L. Mau, Assistant Superintendent–Office of Personnel Services, Department of Education
Arthur F. Mann, Assistant Superintendent–Office of Instructional Services, Department of Education

IDAHO

Curriculum

Curriculum Guide for Social Studies

grade 4 Living in Selected Regions of Other Lands
7 Eastern Hemisphere neighbors of the United States with major emphasis on ancient civilizations
9 World Geography with emphasis on world economic understandings
10 World History with emphasis on contemporary problems facing the Western Hemisphere today
11 Elective courses on World Affairs
12 American Government–including a suggested unit on comparative government

Teacher Preparation and Certification

Local districts rather than the State Department of Education sponsor in-service programs for Idaho teachers. No such programs in international studies were reported.

The Department of Education does not grant credit for overseas experience.

American citizenship is required to obtain an Idaho teaching certificate.

Exchange Programs

The State Department of Education does not sponsor exchange programs with other countries. It does, however, honor such programs.

Federal Programs

None of the twelve ESEA Title III projects in the operational stage in Idaho relate to non-Western studies.

Key Personnel

D. F. Engelking–Superintendent of Public Instruction
Dorcey S. Riggs–Director, Teacher Education and Certification
Reid Bishop–Deputy State Superintendent, Instructional Services
Marjorie Boyd–Consultant, Foreign Languages
Orville Reddington, Consultant, Social Studies

ILLINOIS

Curriculum

Curriculum Guide for the Social Studies

grade 3 Recommendation that it would be significant to compare underdeveloped countries and some of their problems with certain phases of our industrialized civilizations, to compare communities in contrasting cultures and the reasons for their different beliefs, and to compare contrasting geographical environments

6 Recommendation that program be broadened to include all areas of the world–pupils need to have some organized study of North and South America, Europe, Asia, Africa, Russia, and the Middle East

8 The teaching of United States History must include a study of the role and contributions of American Negroes and other ethnic groups including, but not restricted to, Polish, Lithuanian, German, Hungarian, Irish, Bohemian, Russian, Albanian, Italian, Czechoslovakian, French and Scots in the history of the United States and Illinois

Foreign Languages

An NDEA Title III in-service teacher training workshop in "Teaching Cultural Themes of Latin America" was recently sponsored by the NDEA Title III Foreign Language Supervisor for Illinois teachers of social studies and Spanish.

Teacher Certification and Preparation

The Illinois Office of the Superintendent of Public Instruction does not sponsor in-service programs in international studies for Illinois teachers.

The state agency does not grant credit for overseas experience but does grant leave for foreign teaching.

The state agency allows the transfer of credit earned in a foreign institution of higher learning.

Federal Programs

NDEA Title III funds are used to finance in-service programs in Illinois. One such program was the teacher training workshop in "Teaching Cultural Themes of Latin America" previously described.

Key Personnel

Ray Page–Superintendent of Public Instruction
Cecil M. Shaw–Assistant Superintendent, Division of Teacher Certification and Higher Education
John P. Mercer–NDEA Title III, Social Studies Supervisor

INDIANA

Curriculum

Curriculum Guide for the Social Studies

grade 6 Western Europe and Latin America
7 Non-Western Studies
10 or 12 History of World Civilizations, an area studies elective

Teacher Preparation and Certification

The Office of State Superintendent of Public Instruction will sponsor in-service programs in international studies for Indiana teachers, particularly teaching grade 7.

The Office of State Superintendent of Public Instruction grants credit for overseas experience and allows the transfer of credits earned in a foreign institution of higher learning.

Citizenship is not a requirement for an Indiana teaching certificate.

Key Personnel

Richard D. Wells–Superintendent of Public Instruction
Bill Williams–Director, Teacher Education and Certification
Robert Uplinger–Consultant, Social Studies
June Gibson–Consultant, Foreign Languages
Harold H. Negley–Director of Curriculum

Additional Curriculum

Our American Neighbors, grade 11 or 12
Governments of the World, grade 11 or 12
Latin American Civilization, grades 10-12
All are elective, one semester courses

IOWA

Curriculum

Curriculum Guide for the Social Studies

grade 3 Comparative Community Studies
4 World-wide Regional Studies
6 Human Geography-Western World, includes unit on Latin America
7 Human Geography-Non-Western World
10 World Cultures or
European History and Non-Western Cultures or
International Relations
12 Government and Comparative Economic Systems

Teacher Preparation and Certification

The Iowa State Department of Public Instruction does not sponsor in-service programs for Iowa teachers.

The Department does not grant credit for overseas experience or leave for foreign teaching.

The Department does not permit the transfer of credits earned in a foreign institution of higher learning.

Citizenship is not a requirement for an Iowa teaching certificate.

Exchange Programs

The Department sponsors exchange programs and overseas activities. No such programs in international studies were reported.

Richard E. Gage, the State History Consultant, participated in the 1966 seminar for social studies supervisors, organized by the New York State Education Department's Educational Resources Center in India, for the development of educational materials on India.

Federal Programs

There are no Department activities under ESEA Titles III or V which are related to international studies.

NDEA Title III funds have been used to provide a Civics and Economics Consultant, a History Consultant and a Geography Consultant within the Iowa State Department of Public Instruction.

Key Personnel

Paul F. Johnston–Superintendent of Public Instruction
Orrin Nearhoof–Director, Teacher Education and Certification
Richard E. Gage–NDEA Title III History Consultant
Donald Knouse–NDEA Title III Civics and Economic Consultant
Richard E. Schallert–NDEA Title III Geography Consultant

KANSAS

Curriculum

Tentative Revision of the Elementary Curriculum Guide for the Social Studies

grade 4 Unit on People Living in Other Parts of the World
5 History and Geography of the Western Hemisphere, includes an overview of Canada and Latin America
6 History and Geography of the Eastern Hemisphere, includes units on Asia, Africa, and Australia

Teacher Preparation and Certification

The Kansas and Nebraska State Departments of Education, in conjunction with the Foreign Policy Association, sponsored a four-state seminar dealing with the teaching of world affairs during April, 1968.

Exchange Programs

The State Department of Education cooperates with exchange programs involving teachers from other countries. No specific examples were reported.

Federal Programs

There are no federal programs administered by the Department of Education currently in operation in Kansas which deal with international studies.

Key Personnel

Murle M. Hayden–Commissioner of Education
Gladys Iske–Director, Teacher Certification
Richard Leighty–Consultant, History, Civics and Geography

KENTUCKY

Curriculum

The State Department of Education recommends that all high schools initiate a unit on teaching about Communism which can be correlated with any social studies subject the schools select.

In June, 1968, the State Board of Education passed a resolution requiring that a unit in Negro history be taught in 1968-69 as a part of American history.

Teacher Preparation and Certification

The Department of Education does not sponsor in-service programs in international studies for Kentucky teachers.

The Department recommends to local districts that leave be granted for foreign teaching.

The Department accepts overseas experience for salary increments based on experience if local districts accept.

The Department allows the transfer of foreign credits if such credits are validated by a United States institution.

Citizenship is not a requirement for a Kentucky teaching certificate.

Exchange Programs

The Kentucky Department of Education does not sponsor exchange programs for students or teachers.

Key Personnel

Wendell P. Butler–Superintendent of Public Instruction
Don C. Bale–Assistant Superintendent for Instruction
Sidney Simandle–Director of Teacher Education and Certification
G. W. Kemper–Assistant Director of Elementary and Secondary Education
Martha Ellison–Coordinator of Curriculum Development

LOUISIANA

Curriculum

Pilot Program in International Studies at Louisiana Polytechnic Institute

This program was an experiment in teaching international affairs to elementary and high school students during the 1967-68 school year. The two schools selected to execute the pilot program in its first year were the A. E. Phillips Laboratory School on the Tech campus and the Neville High School in Monroe. The program stressed social studies and languages, particularly Latin America and Spanish, to students from the nursery school through high school. The program explored teaching techniques, developed materials of instruction and established curricula.

The pilot program was closely supervised by the officials of the Louisiana State Department of Education and, hopefully, will lead to development of a program of international studies for the Louisiana schools.

Foreign Languages

Funds from the Regional Educational Agencies Project have been appropriated for the development of bilingual education among the French-speaking students of Southern Louisiana.

Teacher Preparation and Certification

The Louisiana Department of Education does not sponsor in-service programs for Louisiana teachers.

The Department of Education grants credit for overseas experience as well as allows the transfer of credits earned in a foreign institution of higher learning.

The Department grants leave for foreign exchange teaching only.

Citizenship is not a requirement for a Louisiana teaching certificate.

Exchange Programs

A. The Louisiana State Department of Education acts as a coordinator of exchange programs, informing Department personnel, parish school officials, principals and other interested persons of opportunities for exchange positions in Latin American schools and universities.

B. In March 1968, a program of language teacher exchange between the Ministry of Education of Costa Rica and the State Department of Education of Louisiana was arranged.

C. In 1966, upon the recommendation of the Regional Educational Agencies Project, a sister school arrangement was established between St. Bernard Parish school system and the American School of Guyaquil, Ecuador.

Federal Programs

Louisiana is a member of the Regional Educational Agencies Project-International Education sponsored under ESEA Title V. Texas, Tennessee and Alabama are also participating in the project. Each has been active in promoting international education, both in the State Department of Education and in the schools and communities throughout the state. Publications, newsletters, programs, conferences, projects, exchange students and teachers and consultations with schools have all helped to create an interest in and understanding of the importance of international education.

Key Personnel

William J. Dodd–Superintendent of Public Instruction
Joel L. Fletcher–State Coordinator, Regional Educational Agencies Project-International Education
Harold L. Copes–Acting Director, Teacher Education, Certification and Placement
Louis Nicolosi–Supervisor of Social Studies
Audrey Babineaux–Supervisor of Foreign Languages

MAINE

Curriculum

Proposed Curriculum Guide for Social Studies

grade 3 Relations Between Our Own and Other Communities
6 Life in Canada and Mexico
7 Major Cultures of the World, includes units on North Africa-Southwest Asian, Oriental, Soviet, and African cultural areas
10 World Civilizations, includes selected non-Western cultures
11 and 12 Two-year sequence on United States History, includes a unit on International Affairs

Foreign Languages

More than 90 per cent of modern foreign language instruction in Maine schools is in French. However, Russian is offered in three schools.

A foreign language is not used officially as a medium of instruction for students whose mother tongue is not English.

Teacher Preparation and Certification

A. In-service Teacher Training

The Maine Department of Education sponsors in-service meetings, conferences and workshops in school districts throughout the state.

The Department sponsors a group of high school teachers attending the Lincoln-Filene Center, Tufts University for a summer institute on foreign policy.

The Department cooperates with the Foreign Policy Association in sponsoring in-service programs for Maine teachers.

B. American citizenship is not a requirement for a teaching certificate in Maine.

C. The Maine Department of Education allows the transfer of credits earned in a foreign institution of higher learning.

Exchange Programs

A. The State of Maine has entered into an Alliance for Progress program, known as "Partners of the Alliance" with the Brazilian state of Rio Grande. This program involves exchange of students, teachers and administrators.

B. Joseph Pecoraro, the State Social Studies Consultant, participated in the 1966 seminar for social studies supervisors, organized by the New York State Education Department's Educational Resources Center in India, for the development of educational materials on India.

Federal Programs

The Department of Education does not currently sponsor any activities under ESEA Titles III or V which relate to international education.

Key Personnel

William T. Logan, Jr.–Commissioner of Education
Flora Brann–Certification Officer
Joseph Pecoraro–Social Studies Supervisor
Edward F. Booth–NDEA Title III Coordinator

MARYLAND

Curriculum (1966 reference)

grade 8 or 9 Civics, includes a unit on Communism
10 World History and Geography
11 United States History, includes a unit on Communism
12 Problems course, includes units on international affairs and on Communism

Teacher Preparation and Certification

NDEA Title III in-service meetings have been provided for local school districts to develop and implement social studies programs in which international studies is included.

A teacher lacking student teaching credits may use a recommendation for two years of successful teaching experience for an overseas assignment if the level and subject are appropriate for the position that is being sought.

Leave for foreign teaching is granted by the local county unit.

Foreign credits are accepted for certification purposes if this work has been completed at an accredited institution.

Citizenship is a requirement for a Maryland teaching certificate. With approval of State Superintendent of School the local units, however, may hire non-citizens who are then issued a non-citizens' permit by the State Department of Education, valid for one year.

Exchange Programs

The State Department of Education does not directly sponsor exchange programs. However, it does participate in these programs sponsored by institutions of higher education and local school systems.

Federal Programs

The NDEA Titles III and XI programs have been utilized to strengthen the teaching of international affairs by affording instructional media through the acquisition phase of Title III and by the teacher education phase of Title XI.

The ESEA program has made concerted efforts to strengthen instructional programs in Titles I, II (Library), III (Supplemental Centers), and Title V. No specific programs in international studies were reported.

Anne Arundel County School System has an operating ESEA Title III project, a social studies workshop, in which some attention was given to international affairs with appropriate instructional activities and materials being developed.

Key Personnel

James A. Sensenbaugh–Superintendent of Schools
John C. Metzger–Supervisor, Certification
T. K. Muellen–Assistant State Superintendent

MASSACHUSETTS

Since no significant information on the role of the Massachusetts Department of Education was received by August 30, 1968 to an initial letter of inquiry of July 8, 1968, the following material is based on a 1966 survey conducted by Gerald Marker of Indiana University.

Curriculum

A local school system in Massachusetts is responsible for developing its own curriculum.

Teacher Preparation and Certification

The Massachusetts Department of Education cooperates with the Lincoln-Filene Center for Citizenship and Public Affairs at Tufts University in sponsoring in-service programs.

Exchange Programs

Local school districts, not the Department of Education, sponsor exchange programs. The Department does, however, participate in the International Teacher Development Program sponsored by the U.S. Office of Education.

Key Personnel

Neil Sullivan–Commissioner of Education
John P. McGrail–Director, Teacher Certification and Placement
Arnold F. Lanni–Senior Supervisor, History
Rene J. Bouchard, Jr.–Director, Bureau of Civic Education
John P. Neal–Senior Supervisor, Geography
John Geovanis–Senior Supervisor, Secondary Education

MICHIGAN

Foreign Languages

Foreign Language Innovative Curricula Study

This project was initiated by and is supported by the Michigan Foreign Language Curriculum Committee. Through the efforts of this committee, an ESEA Title III grant was awarded in the summer of 1966. The project has been responsible for the development of curriculum materials which include the following:

A. A Polish humanities and language program has been developed for the Hamtramck Public Schools and will be piloted this fall.

B. Spanish humanities and language program including materials for kindergarten children from non-English speaking backgrounds.

The project also works with some fifty school systems throughout the state who have problems with children of non-English speaking backgrounds.

Exchange Programs

The Michigan Department of Education has twice participated in the Fulbright Teacher Exchange Program. One consultant has come from Spain and one from France.

Teacher Preparation and Certification

The Michigan Department of Education does not sponsor in-service programs for Michigan teachers.

The Michigan Department of Education grants credit for overseas experience and allows the transfer of credits earned in a foreign institution of higher learning.

Leave for foreign teaching is not granted by the Department.

American citizenship is not a requirement for a Michigan teaching certificate.

Federal Programs

ESEA Title III funds support the Foreign Language Innovative Curricula Study.

Key Personnel

Ira Polley–Superintendent of Public Instruction
Barbara Ort–Foreign Language Consultant
James McClafferty–Director, Foreign Language Innovative Curricula Study
550 City Center Building
220 East Huron
Ann Arbor, Michigan

MINNESOTA

Curriculum

The following curriculum guide for the social studies, adopted in 1955, is still being used in most "out-state" districts:

grade 4 Discovering Ways of Living Life in Various Regions of the World
8 The Relation of Other Areas of the World to the United States, includes units on Mexico, Central America and the West Indies, South America, USSR, the Near East, the Far East, and Africa
11 Impact of Other Nations Upon the United States, includes units on the USSR, Eastern Europe, the Near East, Africa, the Far East, and Latin America

Most suburban districts have, however, adopted the University of Minnesota's Project Social Studies curriculum framework which follows:

grade 1 Families Around the World, includes units on a Peruvian family and a Japanese family
2 Families Around the World, includes units on a Soviet family in urban Moscow, a Hausa family in Nigeria and a Kibbutz family in Israel
4 Communities Around the World, includes units on a community in the Soviet Union and an Indian village south of the Himilayas
5 Regional Studies, includes units on Canada and Latin America as well as a case study of one region of Africa

8 American Political System–in non-election years, includes an area study of the Middle East
9 American Economic System and Socio-Economic Problems –in non-election years, the course ends with an area study emphasizing a contrasting economic system
11 Area Studies, including units on the USSR, China and India
12 Value Conflicts and Policy Decisions, includes units on the Challenge of Underdeveloped Countries and Africa South of the Sahara

Foreign Languages

Within Minnesota, 14 high schools offer Russian language programs and two offer Chinese language programs.

Exchange Programs

The State Department of Education does not sponsor exchange programs involving teachers or students.

Teacher Preparation and Certification

The State Department of Education does not sponsor in-service programs for Minnesota teachers.

The State Department of Education has accepted, using certain criteria, foreign teachers under exchange programs.

Key Personnel

Duane L. Mattheis–Commissioner of Education
George B. Droubie–Director, Teacher Certification
Roger K. Wangen–Social Studies Consultant
Percy M. Fearing–Modern Foreign Language Consultant

MISSISSIPPI

Curriculum

Curriculum Guide for Social Studies

grade 10 World History offered as elective
11 and 12 American History and Government, includes a resource unit on the Nature and Threat of Communism

Teacher Preparation and Certification

The Department does not sponsor in-service programs for Mississippi teachers.

The Mississippi State Department of Education does not grant credit for overseas experience or leave for foreign teaching.

The Department allows the transfer of credits earned in a foreign institution of higher learning.

Citizenship is a requirement for a Mississippi teaching certificate.

Exchange Programs

The State Department of Education cooperates with the Cordell Hull Foundation in encouraging the employment of Latin American teachers as Spanish teachers for a one or two-year period.

The Department also cooperates with the Mexico-Gulf South Association in working on educational exchange programs.

The Department is currently attempting to arrange a teacher exchange between the United States and Mexican teachers.

Key Personnel

Dr. Garvin H. Johnston–Superintendent of Public Education
Dr. Russell J. Crider–Supervisor, Teacher Education, Certification and Placement
Mary Mobberly–Foreign Languages Supervisor

MISSOURI

Curriculum

A total revision of the Missouri social studies program is currently in progress. This curriculum guide, which will not be released before 1972, includes the recommendation that international affairs and foreign policy constitute the Grade 12 program.

Teacher Preparation and Certification

The Department of Education does not sponsor in-service programs for Missouri teachers.

The Department grants credit for overseas experience.

The Department allows the transfer of foreign credits only after the credit has been accepted by a United States college or university.

Citizenship is not a requirement for a Missouri teaching certificate.

Exchange Programs

The State Department of Education, with the U.S. Office of Education, co-sponsors teacher exchange programs and encourages high schools in their student exchange programs.

It participates in the Fulbright-Hayes Program.

Federal Programs

The Title III Metropolitan Social Studies Project of St. Louis City and County includes international affairs in its programs.

A Consultant in History, Civics and Geography in the Department is financed through NDEA Title III funds.

Key Personnel

Hubert Wheeler–Commissioner of Education
Paul R. Greene–Director, Teacher Education and Certification
Raymond A. Roberts–Director, Curriculum
Robert D. Kessel–NDEA Title III Consultant in History, Civics and Geography

MONTANA

Curriculum

Proposed Curriculum Guide for Social Studies–Grades 1-6

grade 5 Unit on Cultures of South and Central American Countries
6 Unit on Ancient Indian and Chinese Cultures and Peoples and Cultures in Modern Asia and Africa

Foreign Languages

Russian is offered as a language in only a few (six) Montana high schools. No other non-European language is offered.

Teacher Preparation and Certification

Overseas experience at the elementary or secondary level is acceptable toward fulfilling the experience required for certificate renewal.

Credit for overseas travel is acceptable when such travel credit is granted by an accredited college or university.

Provisional certification may be granted to a person who is not a citizen of the United States.

Exchange Programs

During the 1967-68 school year, a Bolivian teacher, under the sponsorship of the Department of Public Instruction, worked with Montana schools in foreign languages, music and social studies.

The Department of Public Instruction has not organized Fulbright exchange programs.

Federal Programs

Under ESEA Title III, three supplementary education centers are in operation. Materials relevant to international education are purchased to supplement existing materials as the need arises.

Key Personnel

Dolores Colburg–Superintendent of Public Instruction
Phillip A. Ward, Jr.–Director of Instructional Services
Vivian Allgaier–Director, Teacher Certification
Keith D. Crosbie–Supervisor, Modern Foreign Languages

NEBRASKA

Curriculum

Nebraska accreditation standards require the teaching of three years of social studies in high schools. The general pattern is World History, American History and Senior Problems. International Studies receives some attention in all these courses, particularly in Senior Problems.

The Nebraska State Department of Education does sponsor in-service programs for Nebraska teachers where topics of concern in international studies are treated. One such endeavor during 1967, involved cooperation with the Foreign Relations Project of the North Central Association in sponsoring a seminar on totalitarianism. Subsequently, five "spin-off" sessions were sponsored by the Nebraska State Department of Education in various areas of the State.

In addition, the Nebraska State Department of Education has cooperated closely with the Foreign Policy Association in efforts to promote international education. During 1968, the Department collaborated with this organization in holding a three-day conference on "The Citizen in Tomorrow's World."

Teacher Preparation and Certification

In most instances, teaching certificates are renewed by taking additional college credit. In Nebraska, however, it is also possible under certain circumstances to renew certificates through proof of satisfactory experience. The Nebraska Department of Education urges all boards of education to establish professional growth policies which reflect such things as travel or credits earned abroad.

A provisional commitment certificate is awarded to aliens who have completed all work necessary for a Nebraska teaching certificate except the citizenship requirement. It is valid for one year and can be renewed upon presentation of evidence that satisfactory progress is being made toward American citizenship.

If a Nebraska teacher has the opportunity to teach abroad, permission for a leave of absence is decided upon by the local board of education.

Key Personnel

Floyd A. Miller–Commissioner of Education
D. C. Hayek–Director, Teacher Certification and Preparation
Sheldon Brown–Consultant, History and Social Studies

NEVADA

Curriculum

Curriculum Guide for the Social Studies
grade 6 Geography of Asia
7 Geography of Latin America, Africa, Australia and the Pacific Islands
9 or 10 Elective Courses on World History, World Problems and Current Affairs, and World Geography

Teacher Preparation and Certification

The Department of Education does not sponsor in-service programs in international studies for Nevada teachers.

The Department grants credit for overseas experience and allows the transfer of credits earned in a foreign institution of higher learning.

Citizenship is a requirement for a Nevada teaching certificate.

Key Personnel

Burnell Larson–Superintendent of Public Instruction
E. A. Haglund–Supervisor, Certification
Bernard R. Vidmar–Consultant, Social Studies
Merlin D. Anderson–Consultant, Modern Foreign Languages

NEW HAMPSHIRE

Curriculum

The 1966 Department of Education publication, "New Viewpoints in the Social Studies for New Hampshire Schools, K-12," discusses the need for greater emphasis on the teaching of the non-Western world.

Teacher Preparation and Certification

A. In-service Teacher Training

The Department cooperates with the New Hampshire Council on World Affairs in planning and directing workshops for teachers.

The Department also aids the Foreign Policy Association in planning regional conferences on international education.

As a member of the Northeastern States Citizenship Project, the Department has participated in the development of teachers' workshops through the Lincoln-Filene Center for Citizenship and Public Affairs at Tufts University.

B. The Department grants credit for overseas experience.

C. The Department allows the transfer of credits earned in a foreign institution of higher learning.

D. American citizenship is not a requirement for a teaching certificate.

Exchange Programs

During the 1964-65 school year, under Fulbright-Hays auspices, a visiting curriculum specialist from France worked in the Department.

Carter B. Hart, the State Social Studies Consultant, participated in the 1967 seminar for social studies supervisors, organized by the New York State Education Department's Educational Resources Center in India, for the development of educational materials on India.

An application for the 1969-70 Foreign Curriculum Consultant program authorized by Section 102 (b) (6) of the Fulbright-Hays Act has been made by the Consultant in Social Studies Education.*

Federal Programs

A Consultant in Foreign Languages within the Department is funded under NDEA Title III.

A Consultant in Social Studies within the Department is funded under ESEA Title V

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*Foreign Languages–

During the 1967-68 school year, under the auspices of the Fulbright-Hays Act a visiting curriculum specialist from France worked with the Foreign Language Consultant in the Department.

Involvement of the State Foreign Language Consultant in planning a pilot program for a local school district, under the Bilingual Education Act. If accepted, a consortium of New Hampshire universities and colleges will develop a center for Bilingual Studies and International Education.

A New Hampshire students to France Project.

Sixteen New Hampshire students visited six Alpine countries in the summer of 1966. Another similar venture is planned for the summer of 1969.

Key Personnel

Newell J. Paire–Commissioner of Education
Harvey F. Harkness, Jr.–Director, Teacher Certification
Robert Fournier–Consultant, Foreign Language Education
Carter B. Hart, Jr.–Consultant, Social Studies Education

NEW JERSEY

Curriculum

A recent New Jersey law requires greater emphasis on the contributions to American culture of minority groups.

The New Jersey Department of Education has prepared a guide for teaching about Communism. All of the high schools in New Jersey include units of study on Communism.

Foreign Languages

Eighteen New Jersey high schools offer a three to four-year sequence in Chinese while 41 offer Russian.

Foreign language is being used as the medium of instruction in several New Jersey schools, particularly in dealing with Puerto Rican and Cuban children.

Teacher Preparation and Certification

The New Jersey Department of Education, using federal funds, sponsors in-service programs in cooperation with the Asia Society, the Japan Society, the Educational Materials Project, the Educational Resources Center and the Foreign Policy Association. In the past three years, the Department has sponsored fourteen regional meetings dealing with non-Western studies.

A formal declaration of intent to become a citizen is necessary for a permanent New Jersey teaching certificate. Citizenship requirements are waived for foreign language teachers.

Exchange Programs

The Department of Education is in the process of attempting a cooperative program between the Puerto Rican Department of Education and the New Jersey Department of Education.

Don McCafferty, the former New Jersey Social Studies Consultant, participated in the 1967 seminar for social studies supervisors, organized by the New York State Education Department's Educational Resources Center in India, for the development of educational materials on India.

Federal Programs

A federally funded program in the Parsippany-Troy Hills school district deals with Chinese and Japanese studies. It is hoped that the program can be expanded to include Arabic and at least one African language, possibly Swahili.

Federal funds are used to finance in-service programs conducted by the Department of Education for New Jersey teachers.

Key Personnel

Carl L. Marburger–Commissioner of Education
Allan R. Rosebrock–Director, Teacher Education and Certification
Paul Hilaire–Consultant, Modern Foreign Languages
David D. Oxenford–Consultant, Social Studies

NEW MEXICO

Curriculum (1966 reference)

Schools are encouraged to give students the opportunity to study the "isms" as well as international affairs.

Foreign Languages

For information on foreign language activities, see the description of federal programs operating in New Mexico.

Teacher Preparation and Certification

A. In-service Teacher Training Programs

In December of 1966, a statewide conference on the teaching of world affairs was conducted by the New Mexico Department of Education.

During the 1967-68 school year, the New Mexico Council for the Social Studies, in cooperation with the State Social Studies Specialist, sponsored two statewide conferences on the teaching of international affairs.

B. Social Studies teachers must complete 18 hours in social studies and five hours in the area of assignment, e.g., international affairs.

Exchange Programs

The Department of Education does not sponsor teacher and student exchange programs. Department personnel have in the past helped expedite such matters and have disseminated information concerning such programs.

Federal Programs

An ESEA three-year research project in Bilingual Education for Grades K-3 is in progress in New Mexico, in which instruction is given in Spanish and in English with 50 percent of the time devoted to each language.

An ESEA Title VI Oral Language Program for the Teaching of English as a Second Language has been developed by the Southwestern Cooperative Educational Laboratory.

Key Personnel

Leonard J. DeLayo–Superintendent of Public Instruction
LaMar Lamb–Specialist, Certification
Luciano Baca–Social Studies Specialist
Henry W. Pascual–Specialist, Modern Foreign Language and Director, Bilingual Education
Thomas B. Bailey, Jr.–Director, Designing Education for the Future

NEW YORK

Curriculum

A. Curriculum Guide for the Social Studies

grade 3 Studies of Communities in Other Lands
5 Major Culture Regions-Western Hemisphere, includes units on Central and South America
6 Major Culture Regions-Eastern Hemisphere, includes units on the Middle East, Eastern Europe and the Soviet Union
9 Asian and African Culture Studies
10 Modern World History, includes the Soviet Union and East Europe and various studies in depth such as partitioning of Africa, European economic expansion and nationalism
12 Electives in Asian, African or Latin American studies permitted

B. The Division of Humanities and the Arts in the Department has been involved in production of curriculum materials. Workshops for music directors and teachers throughout the state have been held to demonstrate music of Africa, India and Latin America

Foreign Languages

In addition to the traditional Western languages, Swahili, Arabic, Chinese, Hebrew, Hungarian, Japanese, Polish, Portuguese and Russian are offered in New York schools.

The education law has recently been amended to permit basic subjects to be taught in a child's mother tongue for the first two years of his formal education while the child is learning English.

Teacher Preparation and Certification

The New York State Education Department, through its Center for International Programs and Services, sponsors an extensive program of in-service teacher training in non-Western studies. Summer institutes and academic year courses for secondary teachers in the social studies are supplemented by programs of independent reading and seminar discussion, grants for individual tutorial study and overseas programs of field observation and study in non-European areas.

The Office of Peace Corps Affairs of the State Education Department sponsored a series of in-service workshops on Africa for social studies teachers and interested members of local school communities in the greater New York City area. This program was designed to bring the informational talents of returned Peace Corps volunteers and others with field experience in Africa to those who wished to use this knowledge for a greater understanding of the non-Western world. This program on Africa was being conducted in conjunction with a major curriculum effort through the East African Studies Program at Syracuse University. The Syracuse University program involves a combined team of returned Peace Corps volunteers and African students who are working as curriculum consultants and resource aids to the Syracuse area public schools.

The Department grants credit for overseas experience for renewal only.

The Department grants leave for foreign teaching and allows the transfer of foreign credits.

American citizenship or proof of intent to apply for citizenship is a requirement for a New York State teaching certificate.

Exchange Programs

The New York State Education Department has sponsored a number of foreign curriculum specialists. During the 1964-65 school year, two consultants from India were attached to the Department and in 1965-66 a consultant from Japan served within the Department. During the 1966-67 school year, the foreign consultant was from India and during the 1967-68 school year, from Nigeria. During the coming school year, the Department will have two foreign educational consultants–one from Chile and the other from Africa.

The Department's Bureau of Adult Education has developed the Community Ambassador Plan through which young Americans are sent abroad and foreign students brought into New York State communities.

Higher Education

The State Education Department sponsors a number of international programs for New York colleges and university faculty members including seminars and independent reading grants.

The Department has also provided assistance to a number of college libraries in strengthening their holdings on non-Western areas.

The Foreign Area Materials Center, an adjunct facility of the New York State Education Department's Center for International Programs and Services, develops and makes available materials on Asia, Africa, Latin America and the Soviet Union useful in teaching at the undergraduate level.

Federal Programs

An ESEA Title III 1968 summer institute in non-Western cultures for two hundred 9-12th grade students in Westchester County taught an almost all-white suburban school population about other races and cultures. The institute crossed subject matter lines and featured daily experiences with natives of cultures under consideration, particularly Japan and Africa.

An ESEA Title III grant has been awarded to develop the Adirondack World Affairs Resources for Education Center (AWARE). The Center will operate an instructional program in international understanding which will involve in-service training of teachers, use of overseas guest teachers, preparation of teaching materials, and the cooperation of teacher training institutions in the area.

An Associate in Foreign Area Studies in the Department, responsible for developing programs for secondary school teachers, is funded under ESEA Title V.

An Office of Comparative Education and Educational Exchange is supported within the New York State Education Department with ESEA Title V funds. This office serves as a center of authoritative information and counsel on foreign educational systems, arranges programs for professional visitors to the Department and provides advice and guidance on foreign exchange programs for schools and colleges in New York.

ESEA Title V monies have been used to fund several projects for the development of educational materials on non-Western areas, particularly Africa and India. The Conference on Asian Affairs, Inc. and the College Center of the Finger Lakes are currently cooperating with the Department in these programs and a special office in New York City, the Educational Materials Project, has been established under their auspices.

Miscellaneous

The Educational Resources Center, organized under the auspices of the New York State Education Department, in association with the

Asian Studies Curriculum Project of the University of California at Berkeley, has been established in New Delhi, India. It is engaged in selecting, evaluating and developing materials on Indian society and culture for use in American schools, colleges and universities.

The Center for International Programs and Services, within the State Education Department, is responsible for the development of programs on non-Western studies in New York State schools and colleges.

Key Personnel

James E. Allen, Jr.–Commissioner of Education
Alvin P. Lierheimer–Director, Teacher Education and Certification
Ward Morehouse–Director, Center for International Programs and Services
Mildred McChesney–Chief, Bureau of Social Studies Education
Paul Glaude–Chief, Bureau of Foreign Languages Education

NORTH CAROLINA

Curriculum (1966 reference)

Curriculum Guide for Social Studies

Grade 6 Eastern Hemisphere
8 Western Hemisphere

Teacher Preparation and Certification

The Department of Public Instruction sponsors and finances in-service programs for public school teachers throughout North Carolina, several of which have dealt extensively with other societies and cultures.

The Department of Public Instruction grants credit for overseas experience as well as allows leave for foreign teaching.

The Department allows the transfer of credits earned in a foreign institution of higher learning.

American citizenship is not a requirement for a North Carolina teaching certificate.

Foreign Languages

An Academic Center for Latin American Studies has been established for students from North Carolina, South Carolina, Virginia, Georgia and Tennessee. This ESEA Title III project provides an

opportunity for an in-depth study of the historical, cultural and economic development of Latin America through the medium of the Spanish language.

A curriculum specialist from Chile worked with the Foreign Language Office of the North Carolina Department of Public Instruction during the 1967-68 school year.

Exchange Programs

The Department of Public Instruction sponsors exchange programs for North Carolina students and teachers. No such programs were reported.

Federal Programs

The North Carolina Department of Public Instruction maintains liaison with the ESEA Title V Regional Project in International Education. In connection with this, a member of the Department staff serves on a writing committee preparing a curriculum guide in international understanding for use in junior high school social studies classes.

The Academic Center for Latin American Studies is an ESEA Title III project.

Key Personnel

Charles F. Carroll–Superintendent of Public Instruction
J. Arthur Taylor–Supervisor, Certification and Rating
J. D. Ellington–Social Studies Consultant
Tora Ladu–Foreign Language Consultant

NORTH DAKOTA

Curriculum

World History is a required course offering in North Dakota schools. Units on Communism and Comparative Cultures may be included. An elective in International Relations is also offered in some schools.

Teacher Preparation and Certification

The Department of Public Instruction does not sponsor in-service programs in international studies for North Dakota teachers.

The Department neither grants credit for overseas experience nor leave for foreign teaching.

American citizenship is a requirement for a North Dakota teaching certificate.

Exchange Programs

The Department of Public Instruction cooperates with agencies sponsoring exchange programs.

Key Personnel

M. F. Peterson–Superintendent of Public Instruction
R. W. Bangs–Director, Certification
F. R. Lacher–Critical Subjects Consultant

OHIO

Curriculum

In recognition of the complex dilemmas of international policy versus national sovereignty and the related need of greater understanding of other cultures, the Ohio Department of Education is encouraging a comparative cultures approach in the elementary social sciences program. Included are studies of families, neighborhoods, economic systems and political ideology of different countries.

On the secondary school level, the cultures approach in teaching world history is encouraged. Emphasis on comparative political and economic systems in the basic American government and economic courses is also stressed. The use of simulation games in teaching international affairs is recommended.

Teacher Preparation and Certification

An Advisory Council on Teacher Education and Certification is working with the Ohio Department of Education to develop recommendations to revise certification requirements. A recommendation currently under consideration is that of including a course in anthropology in the preparation program for all elementary teachers. Greater emphasis on the study of non-Western cultures in the preparation of secondary school social studies teachers in also being recommended.

Secondly, the Ohio Department of Education certifies qualified foreign teachers for teaching in Ohio schools. In recognition of the value of first-hand experiences in other countries, transfer of credits earned in foreign institutions of higher education is acceptable.

Federal Programs

Under the auspices of ESEA Title III, a Chinese-Russian Study Center has been established in the Toledo City Schools. The Center offers such courses as Russian literature, Russian and Chinese history and the Russian and Chinese languages. The contact person is Norman Klee, Chinese-Russian Study Center, Manhattan and Elm, Toledo, Ohio 43608.

The Urbana City Schools received a grant to build a Collection of Social Studies Materials of the World Around and Beyond the United States. The contact person is John C. Richard, 50 Washington Avenue, Urbana, Ohio 43078.

The Mogadore Local Schools also received a grant to develop a World Cultures Program. The contact person is Don Smith, Principal, Mogadore High School, 130 South Cleveland Avenue, Mogadore, Ohio 44260.

Key Personnel

Jack Brown–Director, Division of Elementary and Secondary Education

Byron H. Walker–Supervisor, Social Studies and Humanities K-12

Paul W. Hailey–Director, Division of Teacher Education and Certification

OKLAHOMA

Curriculum

Curriculum Guide for Social Studies

grade 6 Eastern Lands and Peoples

7 World Geography, includes units on Latin America, the USSR, Japan and African Nationalism of the Sahara

11 World History, includes units on the Middle East, China, the USSR, Japan and African Nationalism

11 World Geography, includes units on Canada, Latin America, the USSR, the Middle East, Eastern and Southern Asia and Africa.

Teacher Preparation and Certification

The Department sponsors in-service programs for Oklahoma teachers.

The Oklahoma State Department of Education grants credit for overseas experience as well as leave for foreign teaching.

The Department allows the transfer of credits earned in a foreign institution of higher learning.

Workshops and Newsletters

Through State Department-sponsored workshops and publications, Oklahoma foreign language teachers are encouraged to promote better international relations. This is done by correspondence with students in other countries and school-directed study abroad in England, France, Germany, Italy, Canada, and countries of Central

and South America. School children have exchanged visits with children of Mexico. Exchange students from many countries including some of the oriental countries are constant visitors in Oklahoma schools through American Field Service International.

The State Department, through its publication, *Oklahoma Foreign Language Newsletter* helps to promote and publicize programs of summer study abroad for teachers as well as college and high school students.

Through the efforts of the State Department Specialists, Tulsa City Schools this year initiated a cross-disciplinary study in social studies classes at the elementary school level called VOCAW (Voices of Children Around the World). Social studies supervisors use high school seniors who have had several years of study in French, Spanish, or German to teach songs, games, simple utterances in foreign languages, and a degree of understanding of foreign culture which is being studied.

Key Personnel

D. D. Creech–Superintendent of Public Instruction
Ronald Carpenter–Director, Division of Teacher Education and Certification
Clifford Wright–Director, Curriculum
Mrs. Patricia Hammond–Assistant Director, Modern Foreign Languages

OREGON

Curriculum

Curriculum Guide for Social Studies

grade 5 Living in the United States and Canada
6 Living in Latin America
7 Living in the Eastern Hemisphere
9 The World Today, includes units on the geography of tropical lands, arid and semi-arid regions, and humid sub-tropical lands
9 or 10 World History, includes units on the Nile Valley, the Fertile Crescent, the Indus River Valley, the Yellow River Valley, Nationalism in Japan, Nationalism Emerges in India, Imperialism, and Anti-Colonial Movements
9 and 10 Two-year alternative course in World Cultures, includes units on Peoples of the Far East: India, Pakistan, China and Japan; USSR; Africa; and Southeast Asia
12 Modern Problems, includes units on Patterns of Modern International Relations and Comparative Philosophies and

Ideologies of Modern Government and an analysis of the History and Development of Communism

12 Semester Courses in International Relations, Asian History, History of Russia

Teacher Preparation and Certification

A. In-service Teacher Training

The Oregon Board of Education sponsors in-service programs. Many Oregon teachers have attended NDEA institutes emphasizing non-Western societies.

In cooperation with the Foreign Policy Association, the Board co-sponsors meetings on international affairs and promotes the Great Decisions Program which is used by many schools.

The Board cooperates with the University of Oregon School of Overseas Administration and the Oregon Education Association in promoting the Oregon High School International Relations League. Some 75 teachers work with 600 students in developing programs for study of pressing international problems.

B. American citizenship or a Declaration of Intention to become a United States citizen is a necessary prerequisite for a teaching certificate.

C. The Oregon Board of Education allows the transfer of credits earned in a foreign institution of higher learning only when acceptable to a standard teacher education institution in the United States.

D. The Board grants credit for overseas teaching experience.

Exchange Programs

The Oregon Board of Education is annual host to eight to ten teachers from foreign countries who also spend a month in an Oregon school district. This is part of the International Teacher Development Program sponsored by the Federal government.

The Oregon Board of Education also seeks funds for additional projects involving teacher and student exchange.

Federal Programs

Instructional materials in modern foreign languages and social studies on the cultures of other countries, including Asia, Africa, and Latin America, are being purchased by local school districts under NDEA Title III and ESEA Title II.

The Multnomah Intermediate Education District has organized a project under ESEA Title III which focuses on "the Interrelatedness of Social Problems in an Urban Area" in which different races are represented.

The Board employed a Modern Foreign Language Consultant during 1966-68 under ESEA Title V.

Key Personnel

Dale P. Parnell–Superintendent of Public Instruction
Julius Bialostosky–Social Studies Consultant
Grant Mills–Assistant Director, Teacher Certification

PENNSYLVANIA

Curriculum

Curriculum Guide for Social Studies

grade 10 World Cultures, with units on China and India
12 Economics, including a unit on the Soviet Union

Foreign Languages

A recent bill signed by the Governor permits, at the discretion of the State Superintendent of Public Instruction, the teaching of subjects in a language other than English as part of a sequence in foreign language study or as part of a bilingual education program.

Since 1965, each public school district must offer at least two foreign languages, one of which is a modern foreign language. The languages offered are French, Spanish, German, Latin, Russian, Italian, Japanese, Greek, Polish, Swahili, Modern Hebrew. Portuguese and Chinese have been offered in the past and will be initiated in the near future.

Teacher Preparation and Certification

With the financial support of NDEA Title III funds, a number of in-service programs in world cultures and international affairs are held in Pennsylvania.

The Bureau of Teacher Education requires that all students preparing for certification as social studies teachers take work in non-Western cultures.

Recognition is given to overseas training through acceptance of college transcripts from foreign colleges and universities, provided there is proof that they are comparable to those of the United States.

Since 1960, foreign nationals who have the equivalent of the U.S. baccalaureate degree have been admitted to certification as language teachers by examination.

Recent changes in citizenship requirements permit issuance of a teaching certificate in any subject area on proof of intent to file for citizenship.

Exchange Programs

A Department exchange program has provided native speakers on

a temporary basis since 1963. Participants have come from Germany, France, Spain and Latin America. Local school districts arrange special exchange programs of their own for subjects other than foreign languages.

James G. Kehew, State Social Studies Coordinator, participated in the 1966 seminar for social studies supervisors, organized by the New York State Education Department's Educational Resources Center in India, for the development of educational materials on India.

Federal Programs

Using NDEA Title III funds, the Division of Social Studies has been actively involved in the development of curriculum materials in support of a State Board of Education mandated course in World Cultures.

ESEA Title V funds are currently being used to develop a slide-tape program on Ghana, written by a Volunteer to America grantee from Ghana.

NDEA Title III funds were used to support in-service programs.

Key Personnel

David H. Kurtzman–Superintendent of Public Instruction
William L. Charlesworth–Director, Bureau of Teacher Education
John E. Kosoloski–Director, Bureau of General and Academic Education
James G. Kehew–Coordinator, Social Studies
David T. Chestnut–Specialist, Modern Languages

RHODE ISLAND

Curriculum

State curriculum guides are not issued in subject matter fields in Rhode Island but are prepared by local communities.

Foreign Languages

Rhode Island is among the few states offering Portuguese language study in some of its schools. The Department of Education is currently exploring the possibility of Chinese as a modern language offering.

Teacher Preparation and Certification

Last spring, the Rhode Island Department of Education and the Foreign Policy Association co-sponsored a workshop on China de-

signed to offer recommendations on materials and strategies for teaching about China.

The Department of Education grants credit for overseas experience but does not grant leave for foreign teaching.

The Department allows the transfer of credits earned in a foreign institution of higher learning.

American citizenship is not a requirement for a Rhode Island teaching certificate.

Federal Programs

NDEA Title III funds are used to finance in-service programs in Rhode Island.

Key Personnel

William P. Robinson, Jr.–Commissioner of Education
Kenneth Mellor–Chief, Education Personnel Services and Scholarship Programs
Ralph Lataille–Social Studies Consultant

Teacher Exchange

The Department has encouraged and promoted teacher exchange activities under such programs as the Fulbright Teacher Exchange Program and the Cordell Hull International Teacher Exchange. The Department has endorsed the above activities as a means of enriching the local curriculum and instruction and also as a means of promoting greater cultural understanding.

SOUTH CAROLINA

Curriculum

A. Curriculum Guide for Social Studies

grade 4 Living in typical regions of South Carolina as related to living in typical regions of the world–influences of people, climate, resources on living (includes some non-Western societies)

6 Life in Other Countries of the Americas as Related to Life in the United States

7 Life in Countries which Have Most Influenced the Development of the United States and Countries in which the United States is Currently Most Interested (includes some non-Western countries)

10 World History and Geography (includes some non-Western countries)

12 Problems of Democracy—these problems are related to selected non-Western countries.

South Carolina has pilot courses in *Africa South of the Sahara in the 7th* and *The Humanities in the 10th Grade.*

Teacher Preparation and Certification

The Department of Education sponsors in-service programs for teachers in South Carolina. One of these courses deals with competitive political-economic systems.

The Department neither grants credit for overseas experience nor leave for foreign teaching.

The Department does not allow the transfer of credits earned in a foreign institution of higher learning.

Federal Programs

Through Title V funds, the State Department of Education and the State ETV network two years ago produced a series of films entitled "Competitive Political and Economic Systems."

Key Personnel

Cyril B. Busbee—Superintendent of Education
George W. Hopkins—Director, Teacher Education and Certification
A. M. Moseley—Social Studies Supervisor

SOUTH DAKOTA

Curriculum

A new curriculum guide for the social studies, in the process of development will include non-Western studies, particularly African and Far East studies. The guide emphasizes a multi-media, multi-disciplinary, conceptual approach to the teaching of social studies.

Foreign Languages

Some South Dakota high schools offer the Russian language on an independent basis without Department organization. Plans include Department sponsorship of a state foreign language teachers council.

Teacher Preparation and Certification

The South Dakota Department of Public Instruction allows the transfer of credits earned in a foreign institution of higher learning.

The Department grants "experience credits" for teachers who teach overseas.

Leave for foreign teaching is also granted by the Department.

Limited teaching certificates are issued to non-American citizens.

Key Personnel

Dr. G. A. Diedtrich–State Superintendent
Dr. Eldon Gran–Assistant Superintendent
Lloyd T. Uecker–Director, Teacher Education and Certification

TENNESSEE

Curriculum

The Department of Education is developing curriculum materials concerned with contemporary culture in Central America.

The Tennessee Department of Education is this summer sponsoring a project to develop curriculum materials on India and Southeast Asia for use by classroom teachers. Fifteen teachers, including three members of the Department of Education, are spending ten weeks in India and Southeast Asia developing these materials. In addition, a curriculum specialist from India will be attached to the Department for the 1968-69 school year.

Foreign Language

Certain Tennessee schools have employed teachers from South and Central America through the Cordell Hull Foundation to provide foreign language instruction in Tennessee schools.

Exchange Programs

A. Exchange Program Between the Republic of Honduras Ministry of Education and the Tennessee Department of Education

A teacher from Honduras is currently working with the Department of Education staff in the development of curriculum materials on Central America. Three members of the Department staff provided a one-month workshop for the secondary school principals of Honduras.

Federal Programs

Tennessee is a member of the Regional Educational Agencies Project-International Education sponsored under ESEA Title V. Texas, Alabama and Louisiana are also participating in the project. Each has been active in promoting international education, both in the State Department of Education and in the schools and communities throughout the state. Publications, newsletters, programs, conferences, projects, exchange programs and consultations with schools have all helped to create an interest in and understanding of the importance of international education.

Teacher Preparation and Certification

The Tennessee Department of Education has sponsored in-service training programs across the state to develop interest in and knowledge of the society and culture of Central and South America.

Statewide and regional seminars are planned for the 1968-69 school year for teachers on India and Southeast Asia.

Key Personnel

J. H. Warf–Commissioner of Education
A. B. Cooper–Director, Teacher Training and Certification
John E. Cox–Coordinator, Division of Instruction
James K. MusKelley–State Coordinator, Regional Education Agencies Project-International Education

TEXAS

Curriculum

A. Curriculum Guide for Social Studies

grade 4 Peoples of the World and Their Communities
5 American Lands and Peoples, includes Mexico and Central and South America
6 Lands and Peoples Beyond the Americas, includes a study of the major geographic regions and peoples of Europe, Asia, Africa, the Middle East, and Oceania and the influence of environment on the way of life
9-12 World Geography–major world regions with emphasis on Latin America, Asia, and Africa
9-12 World History
11 or 12 Latin History

B. Curriculum Materials

An audio-tape service, including materials on Asia and Africa, is available to Texas schools.

A tape and transparency program on the Geography Behind Indian History is being prepared and will be available to the twenty Education Service Centers in Texas.

Exchange Programs

A. Exchange Program with Guatemala

"The aim of this program is to upgrade science programs in Guatemala and improve social studies and bilingual education programs in Texas. During the 1967-68 school year two social studies

teachers and three bilingual teachers visited Texas. The social science teachers worked with Agency staff in analyzing textbook materials related to Central America and made suggestions for depth studies of Central America for the intermediate grades. They also formulated a plan for interjecting the contributions of the middle American civilization to the development of Texas in the Southwest into the social science curriculum. The bilingual teachers participated in a conference with bilingual educators from Puerto Rico, New Mexico, Texas and the U.S. Office of Education and assisted in the development of guidelines for bilingual education.

"In the science program sixteen science teachers from Guatemala have participated in six-week programs in the use of laboratory facilities in several school districts in the State. Fourteen science teachers from Texas public schools and Texas Education Agency personnel, all bilingual, conducted workshops in Guatemala for ten weeks in the summers of 1967 and 1968 for 500 teachers. The workshops were held in laboratories which were planned and developed by science educators from Texas Education Agency and the Ministry of Education in Guatemala.

"In other programs with Guatemala there has been a constant flow of educators every year who have visited the State Department of Education and received training in administration and supervision in Spanish during two-week visitation periods."

B. During a six week period in January and February 1968 a member of the social studies staff of the Texas Education Agency stayed in Nepal to assist teachers there in upgrading their social studies programs. He also produced educational tapes to be made available to Texas social studies teachers.

C. Good Neighbor Program

The Director of International and Bilingual Education works with the International Good Neighbor Youth Council to promote better understanding between children of Mexico and Texas. Good Neighbor Scholarships are offered under this program to Texas students.

D. Texas participates in the International Cultural Exchange Program sponsored by the United States Department of Health, Education and Welfare through which qualified teachers teach in Texas schools and teachers from Texas teach in foreign countries.

E. "There are eight teachers from the state of Nuevo Leon, Mexico, who are assisting Texas teachers in developing bilingual materials. The program will be expanded in the fall of 1969. It is also being planned so that Texas teachers may teach in Mexico in 1969-70."

F. Lois Garver, State Program Director for Social Studies, participated in the 1967 seminar for social studies supervisors, organized by the New York State Education Department's Educational Resources

Center in India, for the development of educational materials on India.

Miscellaneous

A. Texas is one of seven Southern states (Texas, Louisiana, North Carolina, Alabama, Florida, Tennessee, Georgia) that sent representatives to Atlanta, Georgia, in May 1968, to participate in a conference on international education. At this meeting a writing committee was appointed to develop a bulletin on guidelines for teaching about cultures or way of life of other peoples. This guide will be printed by the Texas Education Agency.

B. The Texas Education Agency's structure has been reorganized to provide for the Division of International and Bilingual Education.

Federal Programs

A. Member of the Regional Educational Agencies Project-International Education

Texas, Louisiana, Tennessee, and Alabama are the four participating states in this project sponsored under ESEA Title V. Each has been active in promoting international education, both in the State Department of Education and in the schools and communities through the state. Publications, newsletters, programs, conferences, projects, exchange students and teachers and consultations with schools have all helped create an interest in and understanding of the importance of international education.

B. Agency staff members are working with a Title III, ESEA project sponsored by the Gulf Region Educational Television Association of the University of Houston which has as a major objective the development of a series of video tapes on children and schools in Latin American countries which ultimately will be made available to schools.

C. Programa de Educacion Interamericana

Texas Education Agency staff members are participating in this program financed under ESEA Title III and sponsored by the Texas A & M University. Its major objective is the development of materials for teaching about the way of life in the Latin American countries by teachers who have, as part of the project, been given the opportunity to travel in specific countries. After travel, participants meet for a seminar at the University to pool ideas and experiences and to develop materials which at a later time will be made available to local schools. During the summer of 1967 three Agency staff members traveled throughout Latin America in connection with this program and this summer another member of the staff is participating.

Key Personnel

J. W. Edgar–Commissioner of Education
Severo Gomez–Assistant Commissioner, Division of International and Bilingual Education
Milo E. Kearney–Director, Teacher Education and Certification
Lois Garver–Program Director for Social Studies
George Blanco–Program Director for Foreign Languages

UTAH

Curriculum

A. A central theme of the recently completed Prospectus for Social Studies Instruction is the development of an international perspective for each pupil. This primarily will be done through a current events approach and an in-depth study of contemporary world cultures.

B. Utah is a part of an eight-state study for Designing Education for the Future. Strong emphasis is placed upon developing an awareness of the social and cultural revolution and its relationship to education. These goals have been considered by the participants in the 1968 summer workshop to develop scope, sequence, and concept for a new social studies program.

Foreign Languages

Arabic is taught in one Utah high school while Chinese is taught in two high schools in the state.

Teacher Preparation and Certification

Teachers who hold the Professional Certificate may qualify for recertification credit for overseas travel and/or work experience.

Pre-service preparation in a foreign institution is evaluated by the U.S. Office of Education and given appropriate recognition.

Non-American citizens may be used for teaching assignments dealing with other societies and their cultures either as resource personnel or as part of an exchange program which permits them to teach for a period of up to one year.

Exchange Programs

During the 1965-66 school year, through the U.S. Office of Education program, the Utah State Board of Education worked with a foreign language consultant from Mexico.

VERMONT

Curriculum

Under the philosophy of *The Vermont Design for Education 1968*, the social studies will be in a position to move as they have never been able to before. Such things as curriculum guides and requirements are being given sufficient latitude to enable teachers to meet the needs of the nation and the individual in an international setting.

Curriculum Guide for Social Studies

grade 4 Units on Life in Various World Areas
6 The Study of Latin America and Canada
7 The Study of Eastern Europe, Asia and Africa
9 and 10 Great Civilization: including units on China, India, Japan, Southeast Asia, Africa, etc.

Teacher Preparation and Certification

The Department of Education, in cooperation with the Vermont Council on World Affairs and the Vermont Council for Social Studies, sponsors in-service programs for Vermont teachers. In 1968-69 nine major sessions were held conducted by specialists on Asia, India, Japan, and China.

The Modern Language Association Proficiency Tests standards are used as certification criteria for non-citizen foreign language teachers.

Teachers may receive credit for recertification on the basis of travel to foreign countries.

Exchange Programs

The University of Vermont offers the only major program of Canadian studies in the United States.

The Department of Education, in cooperation with the Vermont Council on World Affairs, the Vermont Council for the Social Studies and the Lincoln Filene Center for Citizenship at Tufts University, Medford, Massachusetts, sponsors numerous conferences and workshops dealing with international issues.

Mr. Lester Jipp, the former state Social Studies Consultant, was very active in working with the placement of former Peace Corps workers in our Vermont schools. Mr. Jipp and Mr. McCafferty, the present consultant, have been to India under the program of studies of the Educational Resources Center (New York State Department of Education) New Delhi, India.

Mr. McCafferty has worked very closely with the Asia Society in New York City and has made available to Vermont schools information and booklists from them.

Mr. McCafferty was a contributor to the 1968 National Council for the Social Studies World Civilization Book List and will be co-editor of the 1971 World Civilization Book List.

Lester Jipp, the former State Social Studies Consultant, participated in the 1966 seminar for social studies supervisors, organized by the New York State Education Department's Educational Resources Center in India, for the development of educational materials on India. The present Social Studies Consultant, Don McCafferty, participated in a similar seminar in 1967.

Key Personnel

Dr. Harvey Scribner–Commissioner of Education
Rita Pfeifer–Consultant for the Humanities
Dr. Karlene Russell–Director of Instructional Services

VIRGINIA

Curriculum

The curriculum guide for the Grade 12 course in State and National Government includes a unit on international affairs with a recommended unit on Communism.

A course in either World Geography or World History is mandated.

Plans have been made by the State Board of Education to develop curriculum guides on the teaching of world history, geography and foreign languages.

Foreign Languages

In addition to the traditional languages of French, Spanish, Latin and German, Chinese, Russian, and Portuguese are also offered in some Virginia high schools.

Foreign language as a medium of instruction for students whose mother tongue is not English is used in informal learning experiences as well as formal presentations.

Teacher Preparation and Certification

A. In-service Teacher Training

In-service training programs sponsored by the Board often center on materials which may be used in teaching about other societies and cultures.

A statewide conference for teachers of history and geography recently focused on "Teaching World Cultures through History and Geography."

B. At the request of the superintendent of a local school division, citizenship requirements may be waived so that non-American citizens may teach in Virginia.

WASHINGTON

Curriculum

Contemporary World History, Geography and Problems is a required course offering in Washington schools.

Foreign Languages

The State Office of Public Instruction has supported the establishment of pilot projects in Chinese and Japanese language instruction in several high schools.

Teacher Preparation and Certification

The State Office of Public Instruction sponsors in-service programs for Washington teachers. No such programs in international studies were reported.

The state agency grants credit for overseas experience as well as leave for foreign teaching.

The state agency allows the transfer of credits earned in a foreign institution of higher learning.

American citizenship is a requirement for a Washington teaching certificate.

Exchange Programs

The state agency does not sponsor exchange programs for Washington teachers or students.

Key Personnel

Louis Bruno–State Superintendent of Public Instruction
Wendell C. Allen–Assistant Superintendent, Teacher Education and Certification
George Whitney–Social Studies Supervisor
Helen Shelton–Supervisor of Foreign Language Programs

WEST VIRGINIA

Curriculum

Curriculum Guide for Social Studies

grade 4 Introduction to the Geography and People of the World
5 Geography of the Americas
6 Historical Backgrounds of American History, includes stress on continents of Europe, Asia and Australia
7 Geography of the World
10 World History and/or World Geography, includes World Affairs and International Relationships

Teacher Preparation and Certification

In-service education activities are sponsored by the Department for West Virginia teachers. State-wide current events and foreign affairs in-service programs are offered in cooperation with the Foreign Policy Association and the *New York Times.*

Overseas experience is accepted for certification renewal.

The Department grants no leave for foreign teaching.

The Department allows the transfer of foreign credit if such credit is accepted by a United States college or university.

Citizenship is a requirement for a West Virginia teaching certificate. Non-citizens, however, are issued a "professional permit."

Exchange Programs

Bethany College, in cooperation with the West Virginia Department of Education, has received a Fulbright-Hays foreign area curriculum specialist for the school year 1968-69. Program responsibility statewide in building instructional programs in international education.

Full-time Fulbright-Hays curriculum specialist from France in Modern Foreign Languages for the school year 1968-69.

Federal Programs

The NDEA Title XI Afro-Asian Institute at Bethany College developed a teaching unit on Afro-Asia in cooperation with the Department of Education.

Key Personnel

Rex M. Smith–State Superintendent of Schools
James Thomas–Director, Teacher Preparation and Professional Standards
J. Zeb Wright–Social Studies Specialist
John T. St. Clair–Assistant State Superintendent, Bureau of Instruction and Curriculum

WISCONSIN

Curriculum

A. Curriculum Guide for Social Studies

grade 3 Community Life in Other Lands
6 Introduction to Anthropology (Selected Cultures)
8 and 9 World History, Geography and Area Studies

B. The Wisconsin Department of Public Instruction is cooperating with the Foreign Policy Association to provide Great Decisions programs to Wisconsin high schools.

C. The State Social Studies Specialist is currently working with the Wisconsin Education Association in developing a K-8 unit in International Relations which will be disseminated throughout the state.

Teacher Preparation and Certification

The Department has sponsored conferences for Wisconsin teachers, devoted to Asian, African, and Latin American studies. During the 1967-68 school year, three international education workshops were held in Wisconsin. An eight-week summer institute will be held during the summer of 1969 at Wisconsin State University–Oshkosh dealing with African Studies.

American citizenship is not a requirement for a teaching certificate.

Local districts, not the State Department of Public Instruction, grant leave for foreign teaching.

Exchange Programs

In cooperation with the International Teacher Exchange Program of the U.S. Office of Education, the State Department of Public Instruction is involved in exchange programs with teachers from other countries.

Federal Programs

The Department of Public Instruction submitted a proposal to establish an NDEA Title XI institute in ancient history and international affairs of the Eastern Mediterranean for teachers. The proposal was, however, not funded.

The Department currently has a proposal submitted under the EPDA.

However, funding attempts under Title XI and EPDA have not been funded.

Key Personnel

William C. Kahl–State Superintendent
Allen T. Slagle–Assistant Superintendent, Teacher Education and Certification
Floyd E. Wiegan–Administrator of Supervisory and Consultative Services
H. Mike Hartoonian–Supervisor of Social Studies
Frank M. Grittner–Supervisor of Modern Foreign Languages

WYOMING

Curriculum

Several schools are operating local programs in non-Western studies.

The State Department of Education is cooperating with the Foreign Policy Association in attempting to establish the Great Decisions program in Wyoming high schools.

The Department is also investigating the possibility of Wyoming schools participating in Project Africa.

Teacher Preparation and Certification

The Wyoming State Department of Education sponsors in-service programs for teachers in Wyoming. No such programs in international studies were reported.

Holders of professional certificates are granted renewal credit for overseas travel.

American citizenship is a requirement for a Wyoming teaching certificate. "Limited service" teaching permits, however, are granted to non-American citizens.

Exchange Programs

The Cheyenne Public Schools are participating in a school-to-school project with the American International School of Kabul, Afghanistan.

Key Personnel

Harry Roberts–Superintendent of Public Instruction
James L. Headlee–Chief of Instructional Services
Alan G. Wheeler–Social Studies Consultant
Elmer L. Burkhard–Director, Certification and Placement and Teacher Education

publications available

Regular publications

COMPACT, a bimonthly magazine. $6 per year
ECS BULLETIN, a monthly newsletter

Reports published by the Commission

No. 1. Vocational-Technical Education: Changing The Contexts In Which Occupational Education Takes Place, November 1967.

*No. 2. Community-Centered Post-High School Education by S. V. Martorana, May 1967.

*No. 3. Studies of Statewide Systems of Higher Education: A Summary by Samuel K. Gove, Fall 1967.

*No. 4. Power-Play For Control of Education: A Report Of The 1967 Annual Meeting, November 1967.

No. 5. State School System Development: Patterns And Trends by C. O. Fitzwater, March 1968. $1.50.

*No. 6. Guide For Evaluating State Programs In Community-Centered Post-High School Education, March 1968.

*No. 7. Achievements, - Legislation and Problems In Education: A Survey Of The States, May 1968.

No. 8. Background Material On Collective Bargaining For Teachers by J. Philip Linn and M. Chester Nolte, June 1968. $1.50.

No. 9. Teacher Militancy: Strikes, Sanctions and State Government: A Report Of The 1968 Annual Meeting, August 1968 COMPACT.

No. 10. Analysis of State Programs in Community-Centered Post-High School Education, October 1968. $1.00.

No. 11. The Politics of Elementary-Secondary and Higher Education by Michael Usdan, David Minar and Emanuel Hurwitz, Jr., November 1968. $1.00.

No. 12. Proposals for Federal Legislation, 1969. December 1968.

No. 13. Negotiation in Public Education: Developing a Legislative Framework by Robert H. Chanin. May 1969. $1.00.

No. 14. State Leadership in International Education by Ward Morehouse. July 1969. $1.00.

No. 15. ECS Proposal for Vocational-Technical Accreditation. December 1968.

No. 16. State-Federal Relationships: The ECS Role. December 1968.

No. 17. ECS State Leaders Directory. July 1969. $2.00.

***Out of Print**
All publications available without charge unless otherwise noted.

The Education Commission of the States is a non-profit organization formed by the Compact for Education in June 1966. Forty-one states and territories are now members of the Compact, of which the unique goal is to further a working relationship among state governors, legislators and educators for the improvement of education.

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